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ABSTRACT

Resulting from a House Appropriation Subcommittee's interest in the need for adequate school facilities for reservation American Indian children in public school districts, a survey of the construction aid needs of all eligible districts was conducted. Objectives were to: analyze and interpret data from school districts in the 23 States participating in the Johnson-O'Malley Act program; evaluate closely related and concomitant information pertaining to enrollment growth, Indian impacts, resources ability factors, with a priority basis to follow; and develop general policy and guidelines for use by the Bureau of Indian Affairs in funding construction in areas of high Indian enrollment and for meeting backlogs which along with the regularized program will provide a total Federal policy to improve Federal interaction with Indian impacted public school districts. Questionnaires were sent to some 458 public school districts; 162 districts in 21 states responded. Some findings were: immunity of Indian reservation lands from taxation is an important factor in the school district's ability to finance needed facilities; based on the widely accepted ability measure, the amount of taxable evaluation behind each child, Indian related school districts are much "poorer" in comparison with similar type districts in their States; and unused bonding capacity is a vital factor in most school districts' ability to share the cost of constructing facilities for the education of reservation based Indian children. (NQ)

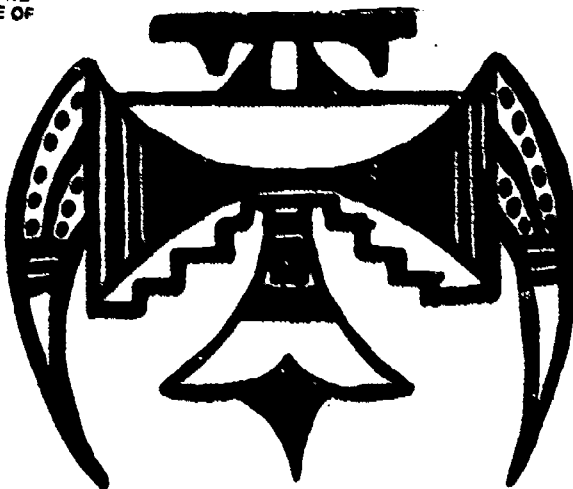
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RESEARCH AND EVALUATION REPORT SERIES NO. 31

PUBLIC SCHOOL SURVEY OF CONSTRUCTION
AID NEEDS RELATED TO THE EDUCATION OF
RESERVATION INDIAN CHILDREN

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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PUBLIC SCHOOL SURVEY OF CONSTRUCTION
AID NEEDS RELATED TO THE EDUCATION OF
RESERVATION INDIAN CHILDREN

[1973]

Under:

BUREAU OF INDIAN AFFAIRS
CONTRACT NO. 14-20-0150-1122

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SYNOPSIS OF SURVEY REPORT

1. This survey results from the interest of a House Appropriation Sub-Committee in the acute need for adequate school facilities for reservation Indian children enrolled in public school districts.
2. The record shows a severe backlog of urgently needed construction aid requests under P.L.81-815, exists.
3. Based on the cooperative and enthusiastic support given NITRC by public school, state and BIA personnel, it is believed that the study covers all eligible districts in need of construction aid. One hundred sixty-two (162) districts in 21 states responded to the survey questionnaires.
4. Enrollment of Indian children in the 162 districts increased by 16,811 students within the last 5 years. The school superintendents estimate that there will be an additional 19,428 Indian students to educate in these same districts within the next 5 years.
5. The immunity of Indian reservation lands from taxation is truly an important factor in the ability of school districts to finance needed facilities.
6. Based on the widely accepted ability measure, the amount of taxable evaluation behind each child, Indian related school districts are much "poorer" in comparison with similar type districts in the state where the district is located.
7. Unused bonding capacity is a vital factor in the ability of most school districts to share in the cost of constructing

facilities related to the education of reservation based Indian children. The amount of unused bonding capacity that can be considered realistically as an available local resource in computing the construction aid needs of otherwise eligible districts, is probably the most controversial item in the entire study.

8. The public school districts in the State of Nevada differ in many ways from the districts in other states and should be considered on an attendance unit basis in comparison with other districts in other states.
9. The justifications for needed facilities are based on three (3) principal factors; (1) rapid increases in the enrollment of Indian children; (2) replacement of temporary, unsafe and inadequate structures; and (3) housing for new and innovative programs for Indian students.

Forty (40) of the 119 high school districts specifically identified housing for new or expanded vocational shops as a major district need. Sixteen (16) districts reported they could enroll a total of 1,637 Federal boarding school students if their construction aid requests were funded.

NITRC personnel visited all major Indian impact districts (those enrolling 50% or more Indian children). Needs and justifications were verified.

Typical of the narrative justifications submitted, is the summary of one quoted the Bark-Harris District, Harris, Michigan. This minor impact district (approximately 10%

Indian students) is already bonded to the legal limit allowed by the State.

"At present we have one small gym for physical education classes for the entire school district K-12 (769 students). The gym is occupied every hour of the school day. We are unable to provide the required physical and health classes because of the limited space.

We need additional classroom space to expand our curriculum courses on Indian Culture, Handicraft, Indian Language and other courses of interest to all students.

We need office space for our counselors. (Indian and School) office space for our consultants in remedial reading and special education, space for our community director, and conference rooms.

By having the additional facilities we would be able to provide for courses and other activities that Indians would become interested, also would participate in community functions".

10. The rationale for a "liberal" interpretation of what constitutes minimum facilities to meet needs is reflected well in the Twentieth Annual Report of the Commissioner of Education pertaining to the Administration of Public Laws 81-874 and 81-815.
11. The survey shows that the urgency for construction aid is now.
12. In answer to the question, "If, P.L.815, as presently operated, was adequately funded, do you believe your needed funds could be secured under this Federal aid program?" The responses were:
 - 67 - YES, representing \$141,266,215 or 72% of computed need total.
 - 95 - NO, representing \$45,453,340 or 28% of computed need total.

NO responses resulted from: (1) some districts apparently not aware of recent "liberalization" of what constitutes "minimum

school facilities" under P.L.815; (2) some districts are so low on P.L.815 priority scales that requests are futile; (3) some districts fail to meet percentage requirements, and (4) some districts are confused with the lack of uniformity between the U.S. Office of Education and the BIA in counting Indian children for program eligibility purposes.

A majority of public school superintendents favor a BIA authority to provide construction aid.

13. Summaries of the grand total of needs is shown in the following table:

| | |
|--|----------------|
| Total cost estimate of the 162 reporting districts for all needed facilities is: | \$ 237,962,723 |
|--|----------------|

| | |
|---|-------------|
| Total cost using all available local resources (principally unused bonding capacity): | 163,949,044 |
|---|-------------|

| | |
|---|-------------|
| Total cost using one-half of the unused bonding capacity as a resource: | 190,764,745 |
|---|-------------|

14. Seventy-five (75%) percent of the cost estimates submitted by the districts are considered to be valid.
15. Tribally operated schools under BIA contracts were not considered as a part of the public school survey except for one Indian high school which expects to become a public high school within five (5) years.
16. Eighty-six (86) districts in 17 states reported no Federal construction aid is needed.
17. Our priority measurement was adapted from the method used by P.O.815 and the district priorities range from 200 (the highest index) to 1 (the lowest).

18. The recommendations include a suggested policy guide for the BIA; namely,

1. That, the Bureau of Indian Affairs, in its contact relationships with the higher echelons of the Administration and the Committees of Congress, recommend that the present program under P.L.815, as amended, be continued as the most logical way to meet the acute construction aid needs of Indian and other Federally impacted public school districts with the important modification that the allocation of funds to Section 14 be increased to 50% of all available funds.
2. That, the Bureau of Indian Affairs seek legislative authority to construct elementary school facilities for the public schools with large Native impacts in the State of Alaska without impairment of the right of such schools to seek funds under P.L.815, as amended; and
3. That, the Bureau of Indian Affairs seek broad legislative authority to provide grants to Indian impacted public schools for the construction of needed facilities in the event that P.L.815 is not funded to a sufficient level to meet the acute backlog of needs identified in this study.

It is recommended that the amount of any grant to any individual district should be determined only after a sound engineering survey of needs and costs, and after consideration of the extent that local potentially available resources can be considered realistically in determining the local share of a total project.

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INTRODUCTION

Federal interest and participation in the many facets of Indian affairs is apparent in the laws and programs affecting various agencies of the Federal Government. This survey and study results from the manifested interest of a House Appropriation Sub-Committee in the public school construction aid needs related to the education of reservation based Indian children. The Bureau of Indian Affairs was authorized to contract for the survey. The National Indian Training and Research Center (NITRC, a private Indian corporation) was awarded the contract on January 2, 1973.

Construction of needed facilities has not kept pace with the growing school enrollments in federally affected areas. A brief review of Federal construction aid to public schools reveals the pattern. Based on the 1970 U.S.O.E. Twentieth Annual Report of the Administrator of Public Laws 874 and 815, a total of \$1,174,279,642 has been reserved or provided public school districts in Federally impacted areas. Of this total \$61,741,107 has been reserved or provided under Section 14 which principally serves districts educating Indian children.

As late as 1970, reports of the U.S.O.E. showed 53 project applications on file under Section 14 of P.L.815 with an estimated entitlement of \$38,469,719 and only \$1,504,865 allocated to meet this need. Many other districts report that they have not filed P.L.815 applications because of the apparent futility. The construction aid needs have been compounded since 1970.

Intermittently, the Congress has provided construction aid funds to public school districts through the BIA construction

budget (without formal Congressional Authorization). This reached a climax (money wise) in the F.Y. budgets of 1972 and 1973 when \$4,311,500 was designated for five (5) projects in the three states of Montana, North Dakota and South Dakota.

Referring apparently to this process, an appropriation sub-committee reports:

"Occasionally, the committee has approved funding for a few of these schools where the situation appeared to be critical. However, the problem has intensified each year and has now reached the point where the committees can no longer provide funds for construction of these schools in a hit-and-miss manner without increasing the appropriation far beyond all totals envisioned by those responsible for budgeting proposals."

OBJECTIVES OF THE STUDY

- (1) To survey the construction aid needs in the school districts of the 23 states that participate in the Johnson O'Malley Act program and to analyze and interpret the data with help of the computer. It is a further objective to evaluate additional breakdowns of closely related and concomitant information pertaining to enrollment growth, Indian impacts, resources ability factors and a priority basis to follow.
- (2) To develop general policy and guidelines to be used by the Bureau of Indian Affairs in connection with the funding of public school construction in areas of high Indian enrollment. The guides are to establish a feasible methodology for meeting backlogs (on a priority basis) which along with the regularized program will provide a total federal policy to improve Federal interaction with Indian impacted public school districts.

DESIGN FOR THE SURVEY

A study of the Directory of Public Schools served by JOM funds reveals another basic category to better identify Indian impacted districts. Some 40 districts have over 33% Indian impact, many approaching 50%. Many of these are known to be "poor"

districts. Hence, it was proposed to identify the districts in the following manner:

Major Impact - with 50% or more Indian enrollment

Heavy Impact - with 33% to 50% impact

Minor Impact - under 33% impact

Unusual Impacts -

Unusual district situations were to be identified in a special category. These are county-wide districts with major Indian impacts in certain attendance centers and districts that educate out-of-district Indian children. These and any others are to be analyzed as separate unusual situations.

THE WORKING PLAN

The working plan was to develop carefully devised survey questionnaires.* They were developed for easy completion by local school superintendents and for coordination with essential information required in P.L.815 applications. They were designed also for equating priority schedules. The data collected was to be computerized for the development of various tallies reflecting Indian impact (based on enrollment data and growth rates), effort and ability to finance needed construction needs with full justifications. The questionnaires were designed to also solicit policy recommendations of both state and school district personnel. A separate report was requested from states and district personnel concerning eligible districts that do not request construction aid and why.

*See Appendix for a copy of the questionnaire.

The plan called for the closest possible cooperation with State departments of education and BIA area personnel in arranging initial contacts. All levels of Indian education were to be utilized. Follow-through and follow-ups were to be made to all major impact districts by NITRC personnel.

In support of the methodology the Government through the U.S. Office of Education has granted (through 1970) \$1,174,279,642 under P.L.815, as amended, through essentially the same method herein proposed to determine school construction needs.

SURVEY CONTACTS

Some 458 school districts were contacted in 23 states. These districts were identified by the FY 1973 bulletin Directory of Public Schools served by Johnson-O'Malley funds. All states with Indian education personnel in the State Departments of Education were contacted and the survey forms were provided to the districts through their own State Department of Education. Districts in states without liaison personnel at the state level were initially contacted through BIA personnel. Follow-up contacts were made by letters and telephone and on-site visits (to major impact districts) by NITRC personnel.

RESPONDING DISTRICTS

One hundred sixty-two (162) public school districts in 21 states responded to the questionnaires. The districts in Florida and Mississippi did not respond (probably because of the relatively few Indian children in their schools). The two JOM participating districts in Colorado responded, but reported no construction aid needs. Thus 162 in 20 states responded and reported construction aid needs.

Eighty-six (86) districts in 17 States reported no needs.

Some districts operate coterminous but legally separate elementary and high school districts. Most of these reported as one district instead of two; hence they are reflected in the survey data as only one district.

Six (6) school districts (2 in Minnesota and 4 in New Mexico) responded to the questionnaires too late to be included in computer breakdowns of related data. However, essential information pertaining to these districts is shown only in the latter part of the report. This increases the total number of districts (showing need) from 162 to 168.

From conversations with state education personnel it can be assumed that the districts which failed to report have little or no construction aid needs related to the education of reservation Indian children.

TYPE OF DISTRICTS RESPONDING

Most districts reporting needs (or a total of 114) have kindergarten through high school programs. Forty-three (43) districts teach only the elementary grades and five (5) districts have only high school programs. All elementary districts also have kindergarten programs with the exception of six (6) districts. One of these (Whiteriver, Arizona) had to abandon the kindergarten program because of the lack of facilities to house the youngsters. The table that follows (next page), shows grades taught in the three basic district types: (1) elementary, (2) high school, and (3) joint elementary and high school.

| <u>Number</u> | <u>Type of Grades Taught</u> |
|---------------|--|
| 114 | Kindergarten, elementary and high school |
| 43 | Kindergarten, elementary |
| 6 | Elementary |
| <u>5</u> | High School |
| 162 | |

INDIAN IMPACT

The following table reflects the number and category of Indian Impact by states in the 162 reporting districts.

| <u>State</u> | <u>Major</u> | <u>Heavy</u> | <u>Minor</u> | <u>Unusual</u> | <u>N</u> |
|--------------|--------------|--------------|--------------|----------------|----------|
| Alaska | 8 | 1 | 2 | 0 | 11 |
| Arizona | 12 | 0 | 4 | 0 | 16 |
| California | 0 | 1 | 5 | 0 | 6 |
| Idaho | 0 | 0 | 1 | 0 | 1 |
| Iowa | 0 | 0 | 1 | 0 | 1 |
| Kansas | 0 | 1 | 1 | 0 | 2 |
| Michigan | 0 | 0 | 4 | 0 | 4 |
| Minnesota | 2 | 0 | 1 | 0 | 3 |
| Montana | 13 | 1 | 5 | 1 | 20 |
| Nebraska | 2 | 0 | 1 | 0 | 3 |
| Nevada | 0 | 0 | 0 | 8 | 8 |
| New Mexico | 5 | 0 | 0 | 0 | 5 |
| North Dakota | 2 | 0 | 2 | 0 | 4 |
| Oklahoma | 13 | 11 | 11 | 0 | 35 |
| Oregon | 0 | 0 | 2 | 0 | 2 |
| South Dakota | 3 | 2 | 5 | 1 | 11 |
| Utah | 0 | 1 | 0 | 0 | 1 |
| Washington | 5 | 0 | 14 | 2 | 21 |
| Wisconsin | 0 | 0 | 4 | 0 | 4 |
| Wyoming | 3 | 0 | 1 | 0 | 4 |
| N-162 | 68 | 18 | 64 | 12 | 162 |

GROWTH IN SCHOOL ENROLLMENT

The enrollment in the public schools (162 districts) educating reservation based Indian children has increased the past 5 years, a total of 23,502 students. Based on the number of children, Arizona and New Mexico show phenomenal increases in Indian students. The table below reflects both the number and the percentage of increase in the total school enrollment along with the Indian increase in the same districts. The table is ranked from the highest percentage of total school enrollment to the lowest by states.

PAST FIVE YEAR GROWTH RATES

| <u>STATE</u> | <u>TOTAL DISTRICT GROWTH (N)</u> | <u>(5 YEAR % GROWTH)</u> | <u>TOTAL INDIAN GROWTH (N)</u> | <u>(5 YEAR % GROWTH)</u> |
|--------------|--------------------------------------|------------------------------|------------------------------------|------------------------------|
| Arizona | 10,562 | (56) | 4,330 | (47) |
| New Mexico | 4,358 | (24) | 6,807 | (86) |
| Alaska | 848 | (19) | 452 | (22) |
| South Dakota | 1,443 | (17) | 930 | (30) |
| Utah | 396 | (17) | 637 | (101) |
| California | 681 | (16) | 130 | (22) |
| North Dakota | 268 | (15) | 394 | (53) |
| Minnesota | 426 | (14) | 165 | (17) |
| Wisconsin | 436 | (14) | 114 | (46) |
| Iowa | 217 | (9) | 22 | (11) |
| Michigan | 220 | (7) | 171 | (63) |
| Nebraska | 49 | (6) | 0 | (0) |
| Oklahoma | 758 | (6) | 1,667 | (57) |
| Washington | 2,342 | (6) | 442 | (15) |
| Kansas | 32 | (3) | 110 | (94) |
| Montana | 295 | (2) | 0 | (0) |
| Oregon | 171 | (2) | 12 | (2) |
| Idaho | 0 | (0) | 30 | (10) |
| Nevada | 0 | (0) | 398 | (26) |
| Wyoming | 0 | (0) | 0 | (0) |
| | 23,502 | | 16,811 | |

The school superintendents estimate there will be an additional 19,428 Indian students to educate in these same districts within the next five (5) years.

INDIAN LANDS

The land area of districts reporting vary from a few hundred acres to several thousand square miles. Indian reservation lands encompass only a portion of some districts. In others, the district is located entirely within the reservation boundaries. In the table below, districts are grouped in terms of the percent of Indian tax exempt lands that comprise their districts. The extent of other Federal lands known to exist in some districts was not included in the study.

| <u>No. of Districts</u> | - | <u>Percent (%) of Indian Land within Districts</u> |
|-------------------------|---|--|
| 62 | - | 0 - 10% |
| 56 | - | 11 - 50% |
| 19 | - | 51 - 89% |
| 25 | - | 90 - 100% |
| <u>162</u> | | <u>162</u> |

ABILITY FACTOR--TAXABLE VALUATIONS

Probably the most widely accepted measure of the ability of school districts to finance education operations is the amount of taxable valuation behind each child in the district. To be meaningful this has been computed in terms of the percent of state average taxable valuation behind each child in the particular state where the district is located. Only 24% of the Indian related districts exceed the state average per pupil taxable evaluation. This means that 76% of the reporting districts have

computered per pupil taxable evaluations below their particular state average for similar type districts. There is a high relationship between "poor" districts (as measured by per pupil valuations) and their construction aid needs.

The table below shows the number of districts by groups in relation to the percent of state average per pupil valuation.

| <u>No. of Districts</u> | <u>Percent (%) of State Average Per Pupil Valuation</u> |
|-------------------------|---|
| 38 | 0 - 25% |
| 39 | 26 - 50% |
| 26 | 51 - 75% |
| 19 | 76 - 100% |
| <u>40</u> | Over 100% (that is, exceeds state average) |
| 162 | |

AVAILABLE LOCAL RESOURCES

All but eight of the 162 districts in need of construction aid assistance reported some available local resources. Some districts have cash accrual accounts for capital outlay purposes, principally buildings and equipment. Most districts have unused bonding capacities in sufficient amounts as to be practically considered as an available local resource. The extent to which the unused bonding capacity should be considered as a local resource in computing the construction aid needs of otherwise eligible districts is probably the most controversial item in the entire study.

Since unused bonding capacity is a potentially available local resource we have computed the construction aid needs in two ways: (1) by considering all the unused bonding capacity as an available local resource and (2) by considering only one-half

of the unused bonding capacity as an available local resource.

This study shows that minor Indian impact districts would be particularly adversely affected if the total unused bonded capacity is considered as an available local resource in computing the amount of Federal participation for otherwise eligible districts. Those districts that already have bonded indebtedness that equals one-half or more of their total bonding capacity allowed by state law, report their inability to pass another bonding program.

The table on the following page shows the ratio of unused bonding capacity to the total estimated cost of needed facilities by categories of districts. The ratio is expressed in the percent that total unused bonding capacity bears to total need cost. The table presents the number of districts in each percentage category.

RATIO OF UNUSED BONDING CAPACITY TO ESTIMATED COST OF CONSTRUCTION NEEDS

| STATE | LESS THAN 5% | 6-25% | 26-50% | 51-75% | 76-100% | OVER 100% | TOTAL |
|--------------|--------------------|-------|--------|--------|---------|-----------|-------|
| Alaska | 2 | 4 | 1 | 1 | 2 | 1 | 11 |
| Arizona | 9 | 5 | 0 | 2 | 0 | 0 | 16 |
| California | 0 | 0 | 0 | 0 | 1 | 5 | 6 |
| Idaho | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Iowa | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Kansas | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| Michigan | 1 | 0 | 1 | 0 | 0 | 2 | 4 |
| Minnesota | 3 | 0 | 0 | 0 | 0 | 0 | 3 |
| Montana | 5 | 6 | 4 | 3 | 0 | 2 | 20 |
| Nebraska | 1 | 0 | 1 | 0 | 0 | 1 | 3 |
| Nevada | 0 | 0 | 1 | 1 | 1 | 5 | 8 |
| New Mexico | 2 | 1 | 0 | 1 | 1 | 0 | 5 |
| North Dakota | 2 | 0 | 1 | 1 | 0 | 0 | 4 |
| Oklahoma | 5 | 8 | 3 | 10 | 2 | 7 | 35 |
| Oregon | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| South Dakota | 0 | 2 | 4 | 2 | 1 | 2 | 11 |
| Utah | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Washington | 1 | 1 | 3 | 2 | 2 | 12 | 21 |
| Wisconsin | 0 | 0 | 0 | 0 | 0 | 4 | 4 |
| Wyoming | 0 | 2 | 0 | 0 | 1 | 1 | 4 |
| TOTAL | 33 | 29 | 20 | 25 | 12 | 43 | 162 |

NEVADA, AN "UNUSUAL" STATE

In comparison with the 22 other states surveyed, Nevada presents many different factors and situations to equate. Nevada differs from other states in the following ways:

- (1) Nevada has county-wide school districts. This distorts comparative percentages with other states especially in counties with nearly all-Indian schools in the remote areas.
- (2) Nevada has a \$5.00 constitutional tax limitation for all purposes. Thus taxing for schools must compete with all other state and local taxing.
- (3) Nevada allows 15% of taxable valuation to be bonded for school facilities. This results in the inability to compute realistically the unused bonding capacities for purposes of this study, due to the constitutional limitation.
- (4) All county-wide school districts have other types of Federal trust lands in addition to Indian trust lands. Approximately 83% of the state is tax-exempt due to Federal lands or Federally imposed trust on Indian lands. The impacts of other Federal tax-exempt lands affects Indian impacts.
- (5) Many of the schools on Indian lands were formerly BIA operated schools. The Indian patrons of these schools still feel the BIA has a responsibility in assisting them to meet their education needs.
- (6) The former "Indian" schools in the large county districts are located in isolated areas, usually great distances from the other schools in the system.
- (7) Like other isolated schools attended by Indian children, there is the extra need for the facilities where good career training can be fostered.

EFFORT TO FINANCE EDUCATION

Information on local taxing efforts for all education operations was compiled from the past 5 year period. Attempts to show the relative tax effort of districts in comparison with similar type districts in the particular state was not meaningful due to yearly fluctuations and lack of uniform taxing programs within some states. It was not possible to establish any pertinent relationship between taxing for current school operations and the construction aid needs of the districts.

TYPES OF CONSTRUCTION AID NEEDS

Based on the survey reports the greatest need is for new buildings including totally new education complexes. Expansion of existing facilities, remodeling of existing school plants and other types of needs were tabulated also. The other facilities include such needs as the development of playground areas, teacherages and equipment. Some projects may include the need for a new building as well as additions to other buildings and the remodeling of still other structures. The table on the following page shows the types of construction aid needs by states.

TYPES OF CONSTRUCTION AID NEEDS

| STATE | New | Expansion | Remodeling | Other |
|--------------|------------|-----------|------------|----------|
| Alaska | 8 | 3 | 3 | 1 |
| Arizona | 11 | 9 | 3 | 0 |
| California | 5 | 3 | 2 | 0 |
| Colorado | 0 | 0 | 0 | 0 |
| Florida | - | - | - | - |
| Idaho | 1 | 1 | 1 | 0 |
| Iowa | 0 | 1 | 0 | 0 |
| Kansas | 2 | 1 | 0 | 0 |
| Michigan | 3 | 2 | 0 | 0 |
| Minnesota | 2 | 1 | 2 | 0 |
| Mississippi | - | - | - | - |
| Montana | 17 | 13 | 7 | 1 |
| Nebraska | 3 | 1 | 0 | 0 |
| Nevada | 6 | 5 | 3 | 0 |
| New Mexico | 5 | 4 | 2 | 0 |
| North Dakota | 2 | 2 | 0 | 0 |
| Oklahoma | 27 | 17 | 16 | 0 |
| Oregon | 2 | 2 | 0 | 0 |
| South Dakota | 10 | 4 | 5 | 2 |
| Utah | 1 | 1 | 0 | 0 |
| Washington | 15 | 14 | 10 | 2 |
| Wisconsin | 3 | 3 | 1 | 0 |
| Wyoming | 4 | 1 | 0 | 0 |
| TOTAL | 127 | 88 | 55 | 6 |

JUSTIFICATION OF NEEDS

The principal justification of needs as reported by public school personnel, is to provide space for expanding school enrollments. Second to this is the need to replace temporary, worn-out, unsafe and inadequate structures. Superintendents were asked, along with their narrative justifications, to check all the reasons shown in the six (6) categories that best reflect their needs. The number responding in this manner are shown as follows:

| | |
|---|--------|
| 1. To house expanded enrollment | - - 97 |
| 2. To replace temporary buildings | - - 63 |
| 3. To meet health and safety standards | - - 87 |
| 4. To develop housing for new and innovative programs | - - 95 |
| 5. Will enable district to enroll Indian children now in Federal boarding schools | - - 16 |
| 6. Other reasons | - - 27 |

District officials were asked how many Federal boarding school students the district could accommodate if their construction aid needs were adequately funded. The responses of the sixteen (16) districts are in the table below.

| <u>STATE</u> | <u>School District</u> | <u>No. of Children</u> |
|--------------|------------------------|------------------------|
| Alaska | Craig City | 20 |
| Arizona | St. Mary's Public Sch. | 50 |
| | Chinle #24 | 250 |
| | Puerco #8 | 240 |
| | Tuba City | 150 |
| Montana | Hays & Lodge Pole #50 | 40 |
| | Lodge Grass | 40 |
| North Dakota | Dunseith #1 | 50 |
| Oklahoma | Oaks Mission | 10 |
| | Salina J-16 | 56 |
| | Wold Dependent #13 | 20 |
| South Dakota | Smee Independent #4 | 20 |
| | Waubay | 60 |
| Utah | San Juan County | 606 |
| Washington | North Beach #64 | 20 |
| | Quinalt #87 | 5 |
| | | <hr/> 1,637 |

Typical of the narrative justifications is the one quoted from the Bark River-Harris District at Harris, Michigan. This is a minor impact district and one that is already bonded to the legal limit allowed by the state.

"Approximately 10% (72 out of 769) of our students are Indians. We expect this total to exceed 95 students in a few years. All of the Indians are very poor achievers. They rank extremely low on the State Assessment Tests which are given annually to all 4th and 7th graders. Very few finish high school. The school considers attendance the major issue. If Indian students are absent 30%-50% of the time they naturally will be low achievers and will gradually "drop out."

The Indians claim the problem is a lack of stimulation on part of the school. If we cannot stimulate the students, they will not come to school and perform to the best of their abilities. Probably we are both right.

We believe we are moving in the right direction now. An Indian counselor has been employed this year. We have added three Indian women as aides to work primarily with Indian children, and an Indian man to teach Indian Culture and Language to any Indian or White child who wish to take the classes. Class size average 16-24 students per class.

The major problem now is a place for them to "set their feet down." The Indian counselor uses the lunch serving area for an office. She has to leave while lunch is being prepared and served.

The Indian aides bounce from room to room each period, wherever they can find a vacant room.

The Indian Culture instructor does the same. They both use as many as six different areas during a six period day.

We have a small physical education area that serves grades K-12. As many as 60-70 students use the gym and locker room area. One male teacher is responsible for all of the activities. He cannot do justice to such large groups. A female instructor will be employed for the female students. Both could have jointly running classes if the facilities were available.

Indians, who are traditionally known as athletes, are holding back and are not even trying to participate in

education or athletics. We have only one Indian boy on our high school basketball team and three on our football team.

With added facilities more Indian students would become involved if they received more individual attention. Our main job, as I see it, is to re-instill pride in the Indians.

We cover a land area in excess of 190 square miles. We are near the large Escanaba School system (170 square miles with over 5,000 students).

There is no other direction for growth to expand but into the Bark River-Harris School System."

In Summary

"At present we have one small gym for physical education classes for the entire school district K-12 (769 students). The gym is occupied every hour of the school day. Many of the 7-12 grade students do not take gym because they are unable to schedule it. We are unable to provide the required physical and health classes because of the limited space. With additional facilities we would provide classes and other activities for all our school children and adults.

We need additional classroom space to expand our curriculum courses on Indian Culture Handicraft, Indian Language and other courses of interest to all students.

We need office space for our counselors. (Indian and School). Office space for our consultants in remedial reading and special education, space for our community director, and conference rooms.

By having the additional facilities we would be able to provide for courses and other activities that Indians would become interested, also would participate in community functions.

The present facility is adequate for 600 students. The district has been growing steadily. We anticipate 900 or more students in the next five years, with approximately 10% Indians.

Our present debt for building construction is \$852,000, we are bonded to the maximum. Our district valuation is \$4,800,000 and we levy a total of 20.2 mills for operation and debt retirement."

The need for a "liberal" interpretation of school construction aid requests is no better reflected than in the twentieth Annual Report of the Commissioner of Education pertaining to the Administration of Public Laws 81-874 and 81-815. In this report the Commissioner reviews recent congressional committee action to support the changes in regulations affecting the Federal construction aid program operated under P.L.81-815.

"As a result of changing educational needs, purposes and technology, and innovations occurring in elementary and secondary education, it is becoming common practice, particularly in larger school centers, to provide separate gymnasiums and separate auditoriums. During fiscal 1967, the definition of minimum school facilities in the Federal regulations was amended to permit the construction of such separate facilities with P.L.81-815 funds where the size of pupil enrollment and curriculum requirements justify separate facilities. Further liberalization has resulted from the amendments enacted by P.L.89-750, requiring applicants to consider excellence of architecture and design of any building constructed with the use of Federal funds by authorizing an amount not to exceed 1 percent of the project grant for incorporation of works of art in building plans, and by requiring that all facilities constructed with the use of Federal funds be made accessible to and usable by handicapped persons.

When P.L.90-247 was under consideration, the congressional committees included in the reports on the bill a statement giving the legislative history of the "minimum school facilities" concept, and recommending the establishment of a more up-to-date concept of minimum school facilities than was included when the law was enacted in 1950 and amended in 1953. The report expressed the view that while the concept has served a useful purpose in the law and should be retained to prevent unnecessary or unwise expenditure of Federal funds, it needs to be modernized to fit the current trends in educational programs, techniques, and purposes; and that, with new devices for instruction becoming more widely used, minimum school facilities should include, in addition to regular classrooms, special rooms for speech therapy, remedial reading, music appreciation, language laboratories, electronic data processing, and other facilities and equipment necessary for and useful in conducting special programs or activities for educationally deprived children. The report suggested further that the criterion to be used in approving features in buildings or other specialized facilities should be the need of them

in the school program operated by the applicant school district; that is within the concept of minimum facilities to use Federal funds, particularly under subsections 14(a) and 14(b) in appropriate situations for construction of consolidated school facilities when small districts are merged, or to replace small isolated, inadequate buildings with modern facilities, even though the district may have enough classroom space to house all of the children. Also, considerable leeway may be exercised in determining what constitutes minimum school facilities in specific situations in consultation with the State education agency.

A school district may have sufficient classroom space to accommodate the children in membership in its schools, but not have the minimum school facilities needed to conduct an adequate school program. In such cases, Federal funds under the Act may be approved as indicated above for the construction of the needed minimum facilities, such as library, administrative space, kitchen and cafeteria, or other noncapacity facilities."

It is of special interest to note that 40 of the 119 high school districts reporting, specifically identified the need for new or expanded vocational shop buildings as a major district need.

CONSTRUCTION AID NEEDED NOW

The survey forms provided the option of projecting construction aid needs for one to five years as against the facilities that are needed now.

Based on the reports the overwhelming need for Federal assistance is now. Only fourteen (14) of the 162 districts reported a portion of their needs projected within five (5) years. The cost estimate of projected needs is \$6,839,652.

IS THE P.L.815 PROGRAM ADEQUATE?

Each superintendent was asked "If P.L.815, as presently operated, was adequately funded, do you believe your needed funds could be secured under this federal aid program?"

The responses were:

67 - Yes - representing \$141,266,215 or 72%
of computed need total

95 - No - representing \$45,453,340 or 28%
of computed need total

There are many reasons for the no responses. Many superintendents are not aware of the "liberalization" of what constitutes "minimum school facilities" provided under P.L.815 as a result of the Congressional committee report accompanying P.L.90-247. Other superintendents advised that while they might expect some funds under P.L.815, they felt the amount would be insufficient to meet their needs.

Probably the main reason for the no responses is the fact that P.L.815 counts only children whose parents actually live or work on the reservation trust land. This eliminates many Indian children who live "near" the reservation trust lands for P.L.815 construction aid purposes. The BIA counts all Indian children living on or near the reservation trust land for Johnson-O'Malley Act purposes. Hence the minor impact districts where the "on or near" problem exists, much favor a BIA authority to provide construction aid.

THE COST OF NEEDED FACILITIES

The cost of needed repairs and facilities is based on estimates submitted by the reporting districts. The basis of the cost estimates by category for the number of districts responding are:

| | |
|---|----|
| Recent construction experience or architectural estimates | 68 |
| P.L.815 cost data | 49 |
| Overall square feet | 5 |
| Other | 40 |

The category "other" represents the least objective basis for the estimates. In general, they are guesses or what is referred to as "horseback estimates." Seventy-five (75%) percent of all estimates are considered to be valid.

SUMMARIES

| | |
|--|----------------|
| Total cost estimates of the 162 reporting districts for all needed facilities is: | \$ 237,962,723 |
| Total cost using all available local resources (principally unused bonding capacity) is: | 163,949,044 |
| Total cost using one-half of the unused bonding capacity as a resource is: | 190,764,745 |

Other survey data by states, districts and impacts are shown in the Appendix.

LATE REPORTING DISTRICTS

The survey data of six (6) school districts (2 in Minnesota and 4 in New Mexico) were received too late to be included in the computer totals on which the tables in this report are based. Notwithstanding, basic information concerning the needs in these districts is shown in a table in the Appendix. Another school district (Red Lake, Minnesota) upgraded their original construction aid need estimate by \$4,087,936) too late to be included in the computer total. The addition of these districts increases the computed need total by \$12,933,515.

TRIBALLY OPERATED SCHOOLS

Some tribes operate schools under a BIA contract. The needs in these schools were not considered as a part of this public school survey. However, one such school, the Wyoming Indian High School, expects to become a public high school within 5 years. Needs data on this school are shown in the Appendix.

DISTRICTS NOT NEEDING FEDERAL CONSTRUCTION AID

Eighty-six (86) districts in seventeen states (17) reported no Federal construction aid is needed. Some have received prior Federal grants but most of the districts cited local bonding efforts as the primary reason for the adequacy of their school facilities. The identification of the districts and the reasons given for no construction aid needed is shown in the Appendix.

PRIORITIES

The most difficult part of the study is determining an objective priority measurement. The difficulty is trying to equate the needs between the schools when the problems and reasons for the problems are so different. Some schools need facilities due to rapid increases in enrollment; and others due to old, wornout, unsafe and already condemned structures. Still others may have adequate classroom space but desperately need a cafeteria, library, vocational shops, home economics laboratories, other auxillary space and especially teacherages in the vast isolated areas that characterize much of Indian country.

The difficulty of equating needs between schools on a priority basis is multiplied when such variables as the following are considered:

- (1) The ratio of Indian children to non-Indians in the total school enrollment;
- (2) The ability of school districts to finance needed facilities based on unused bonding capacity or the taxable valuation behind each child (the latter varies greatly in comparison with state averages for similar type districts); and
- (3) The unusual situations mostly affecting large county-wide districts with major Indian impacts centered in one or more of the schools operated by the district.

The paramount principle in the development of priorities is the extent of assumed Federal responsibility to meet or share in providing for the needs of Indian children.

It is on a similar principle that the priority indexes have been developed and used in administering construction aid assistance to federally-affected areas under P.L.815 as amended.

The priority index under the P.L.815 program is based on the sum of the ratio (%) of federally affected children to the total school membership and the ratio (%) of the number of unhoused children to the adequately housed children computed to the end of the four (4) year increase period. However, the ratio (%) of the unhoused to housed children cannot exceed the ratio (%) of the federally-affected children to the total school membership. The above procedure is applied to each school district except in those instances, like the situations in Nevada, where the attendance units have been determined to be a more practical base.

For purposes of this study the P.L.815 priority index method has been adopted by substituting Indian children for federally affected children in the application of the priority index formula.

Based on the construction aid needs of the public schools reporting, the priority index for each district, beginning at the highest, is suggested and shown in the table on the following pages. The computed need totals (also shown) have not been adjusted to reflect a more realistic computed need for the unusual Indian impact districts such as the Nevada situation.

| <u>DISTRICT</u> | <u>STATE</u> | <u>PRIOPITY INDEX</u> | <u>COMPUTED NEED</u> |
|-------------------------|--------------|---------------------------|--------------------------|
| Santee C-5 | Nebraska | 200 | \$ 877,251 |
| Heart Butte #1 | Montana | 194 | 1,987,171 |
| Frazer #2 & #2B | Montana | 164 | 1,000,208 |
| Hays & Lodge Pole | Montana | 164 | 2,772,729 |
| St. Mary's | Alaska | 160 | 217,750 |
| Arapaho #38 | Wyoming | 155 | 80,000 |
| Indian Oasis #40 | Arizona | 149 | 4,809,606 |
| Ganado #19 | Arizona | 144 | 4,174,040 |
| Kayenta #27 | Arizona | 143 | 1,715,000 |
| Chinle #24 | Arizona | 142 | 11,205,494 |
| Pelican | Alaska | 140 | 526,205 |
| Brockton #55 | Montana | 140 | 1,261,588 |
| Tuba City El. #15 | Arizona | 139 | 13,605,548 |
| Nett Lake #707 | Minnesota | 138 | 147,060 |
| Red Lake #38 | Minnesota | 138 | 986,910 |
| Inchelium #7 | Washington | 138 | 99,952 |
| Taholah #77 | Washington | 137 | 790,949 |
| Lame Deer #6 | Montana | 135 | 462,000 |
| Mineral County | Nevada | 135 | 0 |
| Lodge Grass #27 | Montana | 134 | 2,262,652 |
| Browning #9 | Montana | 133 | 14,687,681 |
| Pryor | Montana | 132 | 210,485 |
| Whiteriver Elem. #20 | Arizona | 132 | 3,705,408 |
| Sacaton #18 | Arizona | 130 | 1,268,301 |
| Babb #8 | Montana | 130 | 150,237 |
| Alchesay H.S. #2 | Arizona | 128 | 2,523,924 |
| Monument Valley H.S. | Arizona | 128 | 185,000 |
| Dulce Indept. #1 | New Mexico | 127 | 200,000 |
| Central Consolidated | New Mexico | 125 | 506,562 |
| Window Rock #8 | Arizona | 120 | 750,000 |
| St. John #3 | North Dakota | 120 | 2,502,932 |
| Ryal D3 | Oklahoma | 115 | 184,600 |
| Shannon County Indp. #1 | South Dakota | 114 | 105,300 |
| Box Elder #36 | Montana | 111 | 34,552 |
| Ft Washakie #21 | Wyoming | 109 | 46,605 |
| Stony Point | Oklahoma | 109 | 13,488 |
| Hulbert #17 | Oklahoma | 109 | 0 |
| Puerco #18 | Arizona | 107 | 605,000 |
| Dahlongah #29 | Oklahoma | 106 | 465 |
| Magdalena #12 | New Mexico | 105 | 471,600 |
| Bernalillo #1 | New Mexico | 105 | 773,000 |
| Moccasin #10 | Arizona | 104 | 100,764 |
| Gallup-McKinley | New Mexico | 104 | 33,110,714 |

| | | | |
|------------------------|--------------|-----|------------|
| Powhattan #150 | Kansas | 102 | \$ 386,135 |
| Waubay | South Dakota | 101 | 4,419,200 |
| Jefferson County #509J | Oregon | 100 | 231,400 |
| Edgar H.S. #4 | Montana | 100 | 828,322 |
| Tenkiller #66 | Oklahoma | 100 | 141,000 |
| Craig City | Alaska | 98 | 1,971,294 |
| Hardin | Montana | 98 | 0 |
| Elko County | Nevada | 97 | 0 |
| Wolf #13 | Oklahoma | 96 | 38,433 |
| Greasy School #72 | Oklahoma | 95 | 24,428 |
| Bell #33 | Oklahoma | 95 | 377,385 |
| Smee Independent #4 | South Dakota | 95 | 267,837 |
| Wellpinit #49 | Washington | 94 | 188,852 |
| Harlem #12 | Montana | 93 | 581,554 |
| Klawock City | Alaska | 93 | 65,000 |
| Cape Flattery | Washington | 93 | 0 |
| Humboldt County | Nevada | 90 | 0 |
| Eight Mile #6 | North Dakota | 90 | 388,000 |
| Kenwood D-30 | Oklahoma | 90 | 31,150 |
| Justice D-54 | Oklahoma | 90 | 0 |
| Elmo #20 | Montana | 88 | 180,385 |
| San Juan | Utah | 86 | 1,200,000 |
| Hoonah | Alaska | 85 | 60,080 |
| Dunseith #1 | North Dakota | 84 | 846,000 |
| Todd County Independ. | South Dakota | 84 | 361,772 |
| White River Indp. #29 | South Dakota | 83 | 486,463 |
| Mt. Adams #209 | Washington | 82 | 1,114,138 |
| Nespelem #14 | Washington | 81 | 0 |
| Nome | Alaska | 80 | 2,233,073 |
| Winnebago | Nebraska | 80 | 171,065 |
| Oaks Mission | Oklahoma | 80 | 144,000 |
| Churchill County | Nevada | 80 | 113,500 |
| Boone D-56 | Oklahoma | 80 | 40 |
| Mill Creek Elem. #14 | Wyoming | 80 | 313,000 |
| Rocky Mountain D-24 | Oklahoma | 79 | 12,746 |
| Poplar #9 | Montana | 78 | 300,000 |
| Graham #32 | Oklahoma | 76 | 0 |
| Castle #19 | Oklahoma | 76 | 12,655 |
| Shady Grove | Oklahoma | 73 | 12,200 |
| Pleasant Grove | Oklahoma | 71 | 35,000 |
| Oakville | Washington | 70 | 182,593 |
| Smithville | Oklahoma | 70 | 165,000 |
| Kodiak Island Borough | Alaska | 66 | 400,000 |
| Nome-Beltz Regional | Alaska | 65 | 3,500,000 |
| Grand View #34 | Oklahoma | 65 | 14,000 |
| Kamsax 1-3 | Oklahoma | 64 | 237,000 |

| | | | | |
|--------------------------|--------------|----|----|-----------|
| Maryetta #22 | Oklahoma | 64 | \$ | 17,654 |
| Salins 1-16 | Oklahoma | 63 | | 255,796 |
| Page #8 | Arizona | 63 | | 0 |
| New Town #1 | North Dakota | 61 | | 63,532 |
| Mary Walker #207 | Washington | 61 | | 336,000 |
| Wrangell | Alaska | 59 | | 1,925,000 |
| Parker #27 | Arizona | 58 | | 1,156,436 |
| Wickliffe D-35 | Oklahoma | 57 | | 18,615 |
| Spavinaw D-21 | Oklahoma | 56 | | 0 |
| San Pasqual Valley Unif. | California | 54 | | 0 |
| Nenama City | Alaska | 53 | | 275,418 |
| Indiahoma #2 | Oklahoma | 53 | | 30,000 |
| Cottonwood D-4 | Oklahoma | 52 | | 0 |
| St. Ignatius | Montana | 52 | | 438,204 |
| Fillmore D-34 | Oklahoma | 50 | | 100,000 |
| Andes Central Indp.#103 | South Dakota | 50 | | 0 |
| Curlew #50 | Washington | 48 | | 610,000 |
| Anadarko I-17 | Oklahoma | 46 | | 122,295 |
| Stilwall I-25 | Oklahoma | 44 | | 452,000 |
| Haines Borough | Alaska | 44 | | 709,557 |
| Marysville #25 | Washington | 44 | | 0 |
| Bark River-Harris | Michigan | 43 | | 265,000 |
| Mayetta-Hoyt #337 | Kansas | 43 | | 860,000 |
| Sisseton Independent | South Dakota | 40 | | 3,331,720 |
| Baraga Township | Michigan | 39 | | 0 |
| Gila Bend Elem & H.S. | Arizona | 38 | | 258,916 |
| West River #18 | South Dakota | 38 | | 0 |
| Brimley 17-140 | Michigan | 37 | | 224,034 |
| Hammon Independent | Oklahoma | 37 | | 0 |
| Bayfield Jt. #1 | Wisconsin | 36 | | 0 |
| Carnegie ISD 33 | Oklahoma | 35 | | 391,518 |
| Browler Jt. #1 | Wisconsin | 34 | | 0 |
| Port Angeles | Washington | 34 | | 0 |
| Cusick #59 | Washington | 34 | | 206,867 |
| Walthill #13 | Nebraska | 30 | | 0 |
| Wind River #6 | Wyoming | 30 | | 0 |
| Canton Public Schools | Oklahoma | 29 | | 290,806 |
| Round Valley Unified | California | 28 | | 0 |
| Wolf Point #45 | Montana | 28 | | 0 |
| Grand Coulee Dam#301-J | Washington | 26 | | 0 |
| North Beach #64 | Washington | 26 | | 0 |
| Indian Camp D-23 | Oklahoma | 25 | | 0 |
| Quinault #97 | Washington | 22 | | 0 |
| Hood Canal #404 | Washington | 20 | | 0 |
| Charlo #7 | Montana | 20 | | 245,000 |
| Quillayute Valley \$402 | Washington | 20 | | 0 |
| Lakeland Union H.S. | Wisconsin | 20 | | 0 |

| | | | |
|-------------------------|--------------|----|-----------------------|
| Carson City | Nevada | 20 | \$ 1,855,548 |
| Ronan | Montana | 18 | 417,023 |
| Wilmot Independent | South Dakota | 18 | 1,720,000 |
| Sunbelt #19 | South Dakota | 17 | 61,315 |
| Winner Independ. #110 | South Dakota | 16 | 21,449 |
| Princeton Jt. Unified | California | 16 | 0 |
| Tama Community | Iowa | 14 | 0 |
| Park Rapids #309 | Minnesota | 14 | 0 |
| Toppenish | Washington | 12 | 0 |
| Bishop Elementary | California | 12 | 0 |
| Lyon County | Nevada | 12 | 6,400,000 |
| L'amse Township | Michigan | 11 | 0 |
| Watonga Independent | Oklahoma | 11 | 124,585 |
| Hot Springs #14J | Montana | 10 | 262,000 |
| Valley Center Union | California | 10 | 141,247 |
| Umatilla County #16R | Oregon | 8 | 0 |
| Wisconsin Dell Jr. #1 | Wisconsin | 8 | 0 |
| Pocatello #25 | Idaho | 6 | 1,496,060 |
| Mountain Empire Unified | California | 6 | 0 |
| Nye County | Nevada | 5 | 0 |
| Brewster #11 | Washington | 5 | 164,000 |
| Sunnyside #12 | Arizona | 4 | 1,263,682 |
| Bellingham | Washington | 3 | 0 |
| Thurston #3 | Washington | 2 | 0 |
| Clark County | Nevada | 1 | 0 |
| | | | <u>\$ 163,949,044</u> |

RECOMMENDATIONS: DISCUSSION OF ALTERNATIVES

Using data assembled, various alternatives were evaluated in the search for procedures or policies that would best set forth and present for Congressional action, the problem of the construction needs surveyed by this study. These alternatives are listed and discussed under numerical headings for the purpose of identification only with no significance to be placed upon the order of presentation. Every method analyzed will be ineffective if Federal funding is inadequate; however, at any given level of appropriation, it is believed the comments pertain.

1. Continue the existing presentation of public school construction needs to the Department of H.E.W. under the present P.L.81-815 authorizations and procedures.

This process would provide, in one request, all the public school construction estimates to meet Federal impacts as defined in the law. Information gathered indicates the authorization, generally, would cover the needs involving Indian children recognizing the Department of H.E.W. is empowered to meet special organizational, isolation, or financial anomalies by variations from general policy guidelines when deemed appropriate. Objections to this procedure are that Indian projects, under Section 14, have been assigned a lower priority compared with other Federal impacts. The lack of funding has prevented H.E.W. from making use of their discretionary authorities to give Indian needs, under Section 14, special attention.

2. Rely, as in the past, on (a) Congressional interest to provide additions to the BIA budget, of construction projects advocated by public school districts, and on, (b) the insertion, by BIA in its annual budget, as has been undertaken for Alaska, or projects to be transferred to the public schools upon completion.

This process, in light of minimum P.L.81-815 funding and expenditure limitations, has been effective in meeting limited Indian needs. Objections to this process are that it fragments the Government's evaluation of construction aid to public schools; that it is based more on expediency than reasoned priority allocation to needs; that it deviates from accepted Congressional legislative and appropriative processes and is, therefore, subject to a parliamentary "point of order". The construction and immediate transfer of BIA facilities to public schools, as in Alaska, although involving important and pressing Indian education problems, might be considered of questionable legislative authority.

3. Seek legislation authorizing the inclusion, in the BIA budget, of funds to construct facilities for public schools educating Indian children, said projects to be developed either as financial grants to the public schools for construction or by the erection of such facilities by BIA construction procedures with transfer of titles to the public schools immediately upon building completion.

This process would consolidate all Federal funding for Indian educational purposes under one budget item and allow for thorough Congressional evaluation and action. It would permit the exercise of judgement in selecting the means of construction to best meet factors such as isolation, size of project, land ownership, and BIA or local construction capabilities. Objections to this process are that it splinters Federal treatment of public school impact situations; that it injects public school needs into the BIA budget; that it requires some duplication of evaluation effort with that used by H.E.W. for all other public school construction aid projects under P.L.81-815; that the Indian right to a free public school education could be compromised by involving BIA in

both advocating Indian rights to schooling and in providing school facilities; and that for the last ten (10) years, budget allocations to Indian school construction have been only 50% of that needed if known Federal school needs are to be met in the next ten (10) years.

4. Continue present P.L.81-815 authorizations and procedures using the data contained in this study to secure Administration or Congressional committee support to increase the present informal allocation of P.L.81-815 funds so that Section 14 projects could receive at least a 50% share of each annual appropriation.

This process would retain the established, and it is believed, effective procedures of H.E.W. in determining priorities, meeting exceptional situations, supervising design and construction of public school projects and would, according to the evaluations of this report, more nearly comply with the National policy toward our Indian citizens. It does not require legislative action. It can be developed by H.E.W. or through Congressional Committees on Education. This would retain Federal Assistance to public schools under one appropriation authority; would avoid duplication of staff supervising the allocation of funds, approval of projects and construction of buildings; and would utilize a process that is widely known and understood by public school administrators. It would centralize all public school requests at one agency for a more rational evaluation of priorities; would permit executive decisions on budgetary allowances for public school impacts; and would permit the channelling of all constituent requests to one Committee in each branch of the Congress. Objections to this procedure are that, while Indian program priorities have received much publicity, they have not been too vigorously supported under

Section 14 of P.L.81-815. Other schools and Federal agencies, benefiting by the other sections of P.L.81-815, relating principally to non-Indians, will have to be convinced of the National determination to implement the stated policy for Indians.

One other dimension to P.L.81-815 route for meeting all public school construction aid needs related to Federal impacts, is the fact that H.E.W. for P.L.81-815 purposes counts only children whose parents live or work on Federal properties (as defined in the law) while the BIA counts Indian children who live "on or near" reservations for program eligibility purposes. In application of the "on or near" principle, the BIA, in most state plans, counts all Indian children residing in the districts encompassing reservation tax-free lands for JOM Act program purposes. The desirability of uniform eligibility requirements seem apparent. Whether or not the P.L.81-815 regulations could be changed by administrative action to achieve uniform eligibility requirements between H.E.W. and the Interior Department is not known.

5. Seek legislative authority for the BIA to construct school facilities for elementary public schools in the State of Alaska without impairing the right of such schools to seek funds under P.L.81-815.

This process would provide for the particular problems associated with Alaska as a new state; with the developing borough organization of their public school districts; with the problems of small schools in isolated locations; and with the lack of local construction capability. It would assist the State in its willingness to assume responsibility for educating Native citizens and, as a general rule, would involve relatively small installations. Objections to this procedure are the continued involvement of BIA

in public school construction; the fragmentation of presenting public school impact needs to Congress; and the duplication of staff effort.

RECOMMENDATIONS - A SUGGESTED POLICY GUIDE

In fullest consideration of all factors compiled in this study that are inherent in the development of broad national policy, it is recommended;

1. That, the Bureau of Indian Affairs, in its contact relationships with the higher echelons of the Administration and the Committees of Congress, recommend that the present program under P.L.815, as amended, be continued as the most logical way to meet the acute construction aid needs of Indian and other Federally impacted public school districts with the important modification that the allocation of funds to Section 14 be increased to 50% of all available funds;

DISCUSSION: This can be done by Administrative or Committee action without a change in the law.

2. That, the Bureau of Indian Affairs seek legislative authority to construct elementary school facilities for the public schools with large Native impacts in the State of Alaska without impairment of the right of such schools to seek funds under P.L.815 as amended.

DISCUSSION: This would regularize a policy the Bureau of Indian Affairs has been following for years; namely, of constructing needed facilities in native villages and then turning them over to the public schools for operation.

3. That, the Bureau of Indian Affairs seek broad legislative authority to provide grants to Indian impacted public schools for the construction of needed facilities in the event that P.L.815 is not funded to a sufficient level to meet the acute backlog of needs identified in this study.

DISCUSSION: This would provide standby authority to the BIA in recognition of the difficulties there might be in securing increased appropriations for the P.L.815 program. BIA construction

aid authority could be sought through changes in the Johnson-O'Malley Act or by separate legislative authority similar to that proposed by the Jackson Bill (S.1017) 93rd Congress, on which hearings are being held at the time of this report. The amount of the grant to any individual district should be determined only after a sound engineering survey of needs and costs and after consideration of the extent that local potentially available resources can be considered realistically in determining the local share of a total project. The priority procedures suggested in this report should assist in establishing order of consideration of requests.

It should be recognized that all plans hinge upon increased appropriations for construction aid purposes.

The National Indian Training and Research Center has the supporting exhibits on file of the basic survey data submitted by public school district personnel.

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| DISTRICT | GRADES | ENROLLMENT | | 5 yr. GROWTH NUMBER (%) | DISTRICT LAND % INDIAN | VALUATION PP & TO STATE AV. | ESTIMATED COST OF FACILITIES | LESS LOCAL RESOURCES | (COMPUTED) NEED | |
|----------|------------------------------------|------------|------------|----------------------------|---------------------------------|-----------------------------------|---------------------------------|-------------------------|--------------------|------------|
| | | CURRENT | (% INDIAN) | | | | | | | |
| ALASKA | KEH | 161 | (70) | 72 (45) | *N/A | 26 | \$ 2,000,000 | \$ 28,706 | \$ 1,971,294 | |
| | KEH | 474 | (24) | 65 (16) | *N/A | *N/A | 2,233,770 | 1,524,213 | 709,557 | |
| | KEH | 284 | (65) | 0 (0) | *N/A | 14 | 250,000 | 189,920 | 69,080 | |
| | E | 64 | (97) | 0 (0) | *N/A | 18 | 90,000 | 25,000 | 69,000 | |
| | KEH | 2361 | (33) | 444 (23) | *N/A | 28 | 400,000 | 0 | 400,000 | |
| | KEH | 230 | (52) | 16 (7) | *N/A | 34 | 350,000 | 74,582 | 275,418 | |
| | KEH | 555 | (80) | 0 (0) | *N/A | 33 | 2,500,000 | 266,927 | 2,233,073 | |
| | H | 366 | (50) | 212 (13) | *N/A | *N/A | 3,500,000 | 0 | 3,500,000 | |
| | KEH | 41 | (61) | 16 (64) | *N/A | 50 | 650,000 | 123,795 | 526,205 | |
| | KEH | 113 | (98) | 101 (84) | *N/A | 6 | 250,000 | 32,250 | 217,750 | |
| ALASKA | KEH | 616 | (35) | 116 (23) | *N/A | *N/A | 2,750,000 | 825,000 | 1,925,000 | |
| | TOTAL | 5265 | (47) | 848 (19) | - | - | 14,963,770 | - | 11,833,377 | |
| | ARIZONA | H | 326 | (80) | 97 (42) | 100 | 11 | 2,601,152 | 77,228 | 2,523,924 |
| | | KEH | 3418 | (86) | 1533 (81) | 99 | 35 | 12,000,000 | 794,506 | 11,205,494 |
| | | KEH | 1698 | (85) | 453 (36) | 99 | 53 | 4,180,427 | 6,387 | 4,174,040 |
| | | KEH | 816 | (13) | 64 (9) | 2 | 58 | 1,000,000 | 741,084 | 258,916 |
| | | KEH | 1022 | (95) | 423 (71) | 100 | 5 | 4,834,100 | 24,434 | 4,809,606 |
| | | KE | 1050 | (90) | 375 (56) | 98 | 43 | 1,750,000 | 35,000 | 1,715,000 |
| | | KE | 18 | (55) | 0 (0) | 36 | 82 | 120,000 | 19,236 | 100,764 |
| | | H | 506 | (87) | 278 (122) | 98 | 45 | 600,000 | 415,000 | 185,000 |
| KEH | | 2036 | (25) | 1233 (153) | 93 | 90 | 1,500,000 | 1,800,000 | 0 | |
| KE | | 1275 | (29) | 233 (21) | 50 | 78 | 1,302,646 | 146,210 | 1,156,436 | |
| ARIZONA | KE | 714 | (70) | 188 (38) | 56 | 106 | 850,000 | 220,000 | 630,000 | |
| | KE | 868 | (99) | 520 (149) | 96 | 18 | 1,400,000 | 131,699 | 1,268,301 | |
| | KEH | 9833 | (2) | 3683 (60) | 37 | 46 | 3,150,000 | 1,886,318 | 1,263,682 | |
| | KE | 1711 | (90) | 817 (91) | 99 | 15 | 13,678,170 | 72,622 | 13,605,548 | |
| | E | 1295 | (91) | 262 (25) | 100 | 7 | 3,782,636 | 77,228 | 3,705,408 | |
| | KEH | 2562 | (86) | 413 (19) | 99 | 21 | 750,000 | 0 | 750,000 | |
| | TOTAL | 29,148 | (46) | 10562 (56) | - | - | 53,499,131 | - | 47,372,119 | |
| | *Not available | | | | | | | | | |
| | **Owned and supported by the state | | | | | | | | | |
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STRICT

| | GRADES | ENROLLMENT | | 5 yr. GROWTH | | DISTRICT LANDS % INDIAN | VALUATION PP % TO STATE AY | ESTIMATED COST OF FACILITIES | LESS LOCAL RESOURCES | (COMPUTED) NEED |
|-------------------------|--------|------------|------------|--------------|------|----------------------------------|----------------------------------|---------------------------------|-------------------------|--------------------|
| | | CURRENT | (% INDIAN) | NUMBER | (%) | | | | | |
| <u>CALIFORNIA</u> | | | | | | | | | | |
| Bishop Elementary | E | 1561 | (12) | 111 | (8) | 1 | 151 | \$ 300,000 | \$ 1,656,417 | \$ |
| Mountain Empire Unified | KEH | 1015 | (3) | 164 | (19) | 6 | 190 | 1,600,000 | 2,000,000 | 0 |
| Princeton Junction Un. | KEH | 340 | (9) | 10 | (3) | 1 | 296 | 600,000 | 1,600,000 | 0 |
| Round Valley Unified | KEH | 394 | (28) | 43 | (12) | 4 | 160 | 409,073 | 879,351 | 0 |
| San Pasqual Valley | KEH | 662 | (47) | 43 | (7) | 3 | 87 | 200,000 | 492,411 | 0 |
| Valley Center Union | KE | 739 | (6) | 310 | (75) | 6 | 250 | 1,250,000 | 1,102,753 | 141,247 |
| TOTAL | | 4711 | (15) | 681 | (16) | - | - | 4,359,073 | - | 141,247 |
| <u>IDAHO</u> | | | | | | | | | | |
| Pocatello # 25 | EH | 11,966 | (3) | 0 | (0) | 47 | 64 | 6,000,000 | 4,503,940 | 1,496,060 |
| TOTAL | | 11,966 | (3) | 0 | (0) | - | - | 6,000,000 | - | 1,496,060 |
| <u>IOWA</u> | | | | | | | | | | |
| Tama | KEH | 2573 | (8) | 217 | (9) | 1 | 82 | 300,000 | 3,491,168 | 0 |
| TOTAL | | 2573 | (8) | 217 | (9) | - | - | 300,000 | - | 0 |
| <u>KANSAS</u> | | | | | | | | | | |
| Nayetta-Hoyt #337 | KEH | 752 | (16) | 2 | (1) | 12 | 45 | 860,000 | 0 | 860,000 |
| Ponchatton #510 | KEH | 245 | (43) | 30 | (14) | 30 | 202 | -750,000 | 363,865 | 366,135 |
| TOTAL | | 997 | (22) | 32 | (3) | - | - | 1,610,000 | - | 1,246,135 |
| <u>MICHIGAN</u> | | | | | | | | | | |
| Bark River-Harris | KEH | 769 | (9) | 126 | (20) | 3 | 35 | 265,000 | 0 | 265,000 |
| Baraga Township | KEH | 788 | (15) | 138 | (21) | 11 | 39 | 110,000 | 730,500 | 0 |
| Brimley #17-140 | KEH | 542 | (25) | 46 | (9) | 2 | 53 | 399,500 | 175,466 | 224,034 |
| L'Anse Township | KEH | 1107 | (11) | 0 | (0) | 11 | 70 | 364,000 | 1,825,000 | 0 |
| TOTAL | | 3206 | (13) | 220 | (7) | - | - | 1,138,500 | - | 489,034 |
| | | | | | | | | | BEST COPY AVAILABLE | |

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| DISTRICT | GRADES | ENROLLMENT | | 5 yr. GROWTH | | DISTRICT LAND % INDIAN | VALUATION PP & TO STATE AV | ESTIMATED COST OF FACILITIES | LESS LOCAL RESOURCES | (COMPUTED) NEED | |
|-------------------|--------|-----------------------|------------|--------------|------------|---------------------------------|----------------------------------|---------------------------------|-------------------------|--------------------|--|
| | | CURRENT (% INDIAN) | NUMBER (%) | NUMBER (%) | NUMBER (%) | | | | | | |
| | | | | | | | | | | | |
| MINNESOTA | | | | | | | | | | | |
| Nett Lake #707 | KEH | 91 (98) | 0 (0) | 0 (0) | 100 | 1 | \$ 150,000 | \$ 2,940 | \$ 147,060 | | |
| Park Rapids #309 | KEH | 2300 (7) | 293 (15) | 293 (15) | 1 | 81 | 425,000 | 425,000 | 0 | | |
| Red Lake #38 | KEH | 905 (99) | 170 (23) | 170 (23) | 99 | 1 | 1,000,000 | 13,090 | 986,910 | | |
| TOTAL | | 3296 (34) | 426 (14) | 426 (14) | - | - | 5,662,936 | - | 5,221,906 | | |
| OJIBWA | | | | | | | | | | | |
| Babb | KE | 77 (91) | 7 (10) | 7 (10) | 71 | *N/A | 300,000 | 149,763 | 150,237 | | |
| Box Elder | KEH | 275 (86) | 65 (30) | 65 (30) | 33 | 42 | 100,000 | 65,448 | 34,552 | | |
| Brockton | KEH | 215 (98) | 46 (27) | 46 (27) | 49 | 42 | 1,297,000 | 35,412 | 1,261,588 | | |
| Browning | KEH | 2165 (80) | 307 (17) | 307 (17) | 69 | 26 | 14,687,681 | 0 | 14,687,681 | | |
| Charlo | KEH | 300 (10) | 0 (0) | 0 (0) | 26 | 65 | 300,000 | 55,000 | 245,000 | | |
| Edgar | KEH | 69 (43) | 5 (8) | 5 (8) | 0 | 80 | 1,000,000 | 171,678 | 828,322 | | |
| Elmo | KE | 48 (38) | 19 (65) | 19 (65) | 50 | 109 | 200,000 | 19,615 | 180,385 | | |
| Frazer | KEH | 205 (79) | 4 (2) | 4 (2) | 35 | *N/A | 1,120,000 | 119,792 | 1,000,208 | | |
| Hardin | KEH | 1255 (36) | 0 (0) | 0 (0) | 43 | 125 | 750,000 | 1,147,843 | 0 | | |
| Harlem | KEH | 420 (57) | 70 (20) | 70 (20) | 55 | 108 | 1,000,000 | 418,446 | 581,554 | | |
| Hays & Lodge Pole | Keh | 230 (99) | 0 (0) | 0 (0) | 96 | 6 | 2,788,825 | 16,096 | 2,772,729 | | |
| Heart Butte | KE | 196 (96) | 20 (11) | 20 (11) | 95 | *N/A | 2,146,400 | 12,829 | 1,987,171 | | |
| Hot Springs | KEH | 372 (10) | 8 (2) | 8 (2) | 0 | 87 | 262,000 | 0 | 262,000 | | |
| Lame Deer | KE | 350 (85) | 41 (13) | 41 (13) | 98 | 29 | 500,000 | 38,000 | 462,000 | | |
| Lodge Grass | KEH | 525 (69) | 0 (0) | 0 (0) | 48 | 50 | 3,200,000 | 937,348 | 2,262,652 | | |
| Poplar | KE | 705 (62) | 0 (0) | 0 (0) | 49 | 96 | 800,000 | 500,000 | 300,000 | | |
| Pryor | KE | 70 (100) | 18 (36) | 18 (36) | 48 | 142 | 300,000 | 89,515 | 210,485 | | |
| Ronan | KEH | 1252 (10) | 119 (11) | 119 (11) | 47 | 84 | 1,000,000 | 582,977 | 417,023 | | |
| St. Ignacius | KEH | 645 (27) | 106 (20) | 106 (20) | 46 | 69 | 592,240 | 154,036 | 438,204 | | |
| Wolf Point | KEH | 1203 (23) | 0 (0) | 0 (0) | 49 | 101 | 350,000 | 754,437 | 0 | | |
| TOTAL | | 10,577 (50) | 295 (2) | 295 (2) | - | - | 32,694,146 | - | 28,238,191 | | |
| NEBRASKA | | | | | | | | | | | |
| Santee #c-5 | KEH | 48 (100) | 32 (200) | 32 (200) | 16 | 9 | 900,000 | 22,743 | 877,251 | | |
| Walthill | KEH | 385 (15) | 0 (0) | 0 (0) | 21 | 71 | 50,000 | 321,704 | 0 | | |
| Winnebago | KEH | 324 (71) | 0 (0) | 0 (0) | 46 | 28 | 300,000 | 128,935 | 171,065 | | |
| TOTAL | | 757 (44) | 49 (6) | 49 (6) | - | - | 1,250,000 | - | 1,048,316 | | |

| DISTRICT | GRADES | ENROLLMENT | | 5 yr. GROWTH NUMBER (%) | DISTRICT LAND % INDIAN | VALUATION PP % TO STATE AV. | ESTIMATED COST OF FACILITIES | LESS LOCAL RESOURCES | (COMPUTED) NEED | |
|--------------|--------|------------|------------|----------------------------|---------------------------------|-----------------------------------|---------------------------------|-------------------------|--------------------|------------|
| | | CURRENT | (% INDIAN) | | | | | | | |
| CANADA | KEH | 5215 | (10) | 1544 (42) | 1 | 62 | \$ 4,000,000 | \$ 2,144,451 | \$ 1,855,548 | |
| | KEH | 3014 | (6) | 590 (24) | 2 | 68 | 4,500,000 | 4,386,500 | 113,500 | |
| | KEH | 75,800 | (1) | 0 (0) | 1 | 103 | 110,000 | 101,486,042 | 0 | |
| | KEH | 4052 | (8) | 43 (1) | 2 | 131 | 400,000 | 7,463,119 | 0 | |
| | KEH | 1756 | (10) | 26 (2) | 5 | 115 | 243,000 | 2,955,571 | 0 | |
| | KEH | 2574 | (6) | 485 (23) | 4 | 140 | 12,149,183 | 5,749,183 | 6,400,000 | |
| | KEH | 1783 | (13) | 375 (27) | 12 | 32 | 412,500 | 1,500,000 | 0 | |
| | E | 771 | (4) | 138 (15) | 5 | 211 | 225,000 | 2,877,300 | 0 | |
| | TOTAL | 94,965 | (2) | 0 (0) | - | - | 22,039,683 | - | 8,369,048 | |
| NEW MEXICO | KEH | 2835 | (50) | 250 (9) | 55 | 31 | 1,133,000 | 360,000 | 773,000 | |
| | KEH | 5109 | (83) | 1630 (46) | 97 | 171 | 2,080,000 | 1,573,438 | 506,562 | |
| | KEH | 698 | (81) | 80 (12) | 80 | 197 | 800,000 | 600,000 | 200,000 | |
| | KEH | 13,008 | (63) | 2368 (22) | 83 | 60 | 33,643,091 | 532,377 | 33,110,714 | |
| | KEH | 644 | (56) | 30 (5) | 5 | 65 | 501,600 | 30,000 | 471,600 | |
| | | TOTAL | 22,294 | (66) | 4358 (24) | - | - | 38,157,691 | - | 35,061,876 |
| | | | | | | | | | | |
| NORTH DAKOTA | KEH | 761 | (65) | 88 (13) | 13 | 10 | 875,000 | 29,000 | 846,000 | |
| | KEH | 178 | (44) | 38 (27) | 3 | 52 | 750,000 | 362,000 | 388,000 | |
| | KEH | 803 | (46) | 129 (18) | 5 | 30 | 114,532 | 51,000 | 63,532 | |
| | KEH | 300 | (50) | 18 (6) | 62 | 10 | 2,538,500 | 35,505 | 2,502,932 | |
| | | TOTAL | 2042 | (55) | 268 (15) | - | - | 4,278,032 | - | 3,800,464 |
| | | | | | | | | | | |
| | | | | | | | | | | |
| OKLAHOMA | KEH | 2139 | (31) | 0 (0) | 23 | 47 | 130,000 | 7,705 | 122,295 | |
| | KE | 267 | (75) | 29 (12) | 70 | 6 | 355,000 | 17,615 | 377,385 | |
| | KE | 71 | (75) | 1 (2) | 70 | 133 | 40,000 | 39,960 | 40 | |
| | KEH | 472 | (29) | 64 (16) | 12 | 146 | 750,000 | 459,184 | 290,806 | |
| | KEH | 885 | (34) | 8 (1) | 26 | 71 | 800,000 | 408,482 | 391,518 | |
| | KE | 91 | (40) | 17 (23) | 11 | 54 | 22,000 | 9,345 | 12,655 | |
| | | TOTAL | 2042 | (55) | 268 (15) | - | - | 4,278,032 | - | 3,800,464 |

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40

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| DISTRICT | GRADES | ENROLLMENT | | 5 Yr. GROWTH | | DISTRICT LAND % INDIAN | VALUATION FP % TO STATE AV. | ESTIMATED COST OF FACILITIES | LESS LOCAL RESOURCES | (COMPUTED) NEED |
|-----------------------------|--------|------------|----------|--------------|------|------------------------|-----------------------------|------------------------------|----------------------|-----------------|
| | | CURRENT | (INDIAN) | NUMBER | (%) | | | | | |
| <u>OKLAHOMA (Continued)</u> | | | | | | | | | | |
| Cottonwood D-6 | E | 78 | (27) | 28 | (56) | 1 | 10 | \$ 10,000 | \$ 49,337 | \$ 0 |
| Daklonegan #29 | KE | 109 | (36) | 2 | (2) | 66 | 21 | 16,000 | 15,535 | 265 |
| Fillmore D-34 | KE | 76 | (30) | 0 | (0) | 30 | 39 | 111,765 | 11,765 | 100,000 |
| Grand I-32 | KEH | 212 | (947) | 22 | (12) | 16 | 40 | 48,000 | 58,616 | 0 |
| Grand View #34 | KE | 314 | (34) | 148 | (89) | 7 | 38 | 40,000 | 26,000 | 14,000 |
| Greasy #32 | KE | 254 | (74) | 67 | (36) | 50 | 17 | 50,000 | 25,572 | 24,428 |
| Hammon Independent #66 | KEH | 297 | (38) | 0 | (0) | 4 | 170 | 125,000 | 316,950 | 0 |
| Hulbert #17 | KE | 218 | (66) | 0 | (0) | 5 | 11 | 8,000 | 16,800 | 0 |
| Indianahona #2 | KEH | 259 | (32) | 2 | (1) | 16 | 69 | 103,000 | 73,000 | 30,000 |
| Indian Camp D-23 | KE | 77 | (32) | 7 | (10) | 5 | 466 | 40,000 | 199,905 | 0 |
| Justice D-54 | KE | 73 | (85) | 0 | (0) | 60 | 87 | 25,000 | 35,264 | 0 |
| Kansas I-3 | KEH | 645 | (38) | 28 | (5) | 20 | 21 | 250,000 | 13,000 | 237,000 |
| Kenwood D-30 | KE | 89 | (85) | 21 | (31) | 90 | 10 | 37,000 | 5,850 | 31,150 |
| Marble City D-35 | KE | 210 | (54) | 46 | (28) | 3 | 48 | 80,000 | 45,000 | 35,000 |
| Naryetta #22 | KE | 217 | (50) | 94 | (76) | 25 | 10 | 50,000 | 32,346 | 17,654 |
| Oaks Mission | H | 469 | (51) | 99 | (27) | 5 | 7 | 150,000 | 6,000 | 144,000 |
| Pleasant Grove I-5 | KEH | 259 | (38) | 22 | (9) | 16 | 4 | 98,000 | 63,000 | 35,000 |
| Ryal D-3 | KE | 71 | (59) | 0 | (0) | 50 | 33 | 200,000 | 15,400 | 184,600 |
| Rocky Mountain D-24 | KE | 114 | (43) | 3 | (3) | 13 | 18 | 23,800 | 11,054 | 12,746 |
| Salina I-16 | KEH | 775 | (35) | 76 | (11) | 36 | 20 | 258,796 | 3,000 | 255,796 |
| Shady Grove #26 | KE | 85 | (30) | 1 | (1) | 6 | 28 | 30,000 | 17,000 | 12,200 |
| Smithville | KEH | 461 | (32) | 227 | (97) | 5 | 41 | 170,000 | 50,000 | 165,000 |
| Spavinaw D-21 | E | 112 | (31) | 0 | (0) | 3 | 90 | 18,000 | 54,800 | 0 |
| Stillwell I-25 | KEH | 1367 | (32) | 115 | (9) | 5 | 28 | 655,000 | 203,000 | 452,000 |
| Stony Point | KE | 76 | (42) | 21 | (38) | 15 | 140 | 42,000 | 28,512 | 13,488 |
| Tenkiller #66 | KE | 214 | (50) | 100 | (88) | 5 | 33 | 250,000 | 109,000 | 141,000 |
| Watonga Independent | KEH | 1116 | (11) | 15 | (1) | 1 | 91 | 144,000 | 19,415 | 124,585 |
| Wickliffe D-35 | KE | 57 | (50) | 0 | (0) | 64 | 50 | 30,000 | 11,355 | 18,615 |
| Wolf Independent #13 | KE | 70 | (40) | 0 | (0) | 5 | 113 | 93,000 | 54,576 | 38,433 |
| TOTAL | | 12,299 | (37) | 758 | (6) | - | - | 5,255,361 | - | 3,241,539 |
| <u>REGON</u> | | | | | | | | | | |
| Jefferson City #509-J | KEH | 2213 | (30) | 105 | (5) | 10 | 280 | 231,400 | 0 | 231,400 |
| Umatilla County | KEH | 3775 | (4) | 0 | (0) | 15 | *N/A | 600,000 | 11,800,000 | 0 |
| TOTAL | | 5988 | (13) | 171 | (2) | - | - | 831,400 | - | 231,400 |

DISTRICT

| DISTRICT | GRADES | ENROLLMENT | | 5 yr. GROWTH | | DISTRICT LAND % INDIAN | VALUATION P.P. % TO STATE AV. | ESTIMATED COST OF FACILITIES | LESS LOCAL RESOURCES | (COMPUTED) NEED |
|--------------|--------|------------|----------|--------------|------|---------------------------------|-------------------------------------|---------------------------------|-------------------------|--------------------|
| | | CURRENT | (INDIAN) | NUMBER | (%) | | | | | |
| SOUTH DAKOTA | KEH | 603 | (19) | 4 | (1) | 9 | 78 | \$ 700,000 | \$ 913,042 | \$ 3 |
| | KEH | 1947 | (61) | 330 | (20) | 70 | 37 | 1,160,000 | 1,298,228 | 361,772 |
| | KEH | 1397 | (91) | 362 | (35) | 83 | 24 | 725,000 | 619,700 | 105,300 |
| | KEH | 1652 | (32) | 31 | (2) | 12 | 58 | 4,500,000 | 1,168,230 | 3,331,730 |
| | KEH | 201 | (95) | 0 | (0) | 70 | 3 | 347,000 | 79,199 | 267,807 |
| | KEH | 248 | (15) | 11 | (5) | 1 | 102 | 75,000 | 13,035 | 61,965 |
| | KEH | 512 | (27) | 0 | (0) | 21 | 71 | 5,075,000 | 655,800 | 4,419,200 |
| | KEH | 631 | (21) | 19 | (8) | 33 | 140 | 300,000 | 1,491,786 | 9 |
| | KEH | 448 | (44) | 31 | (7) | 36 | 116 | 1,500,000 | 1,014,537 | 486,463 |
| | KEH | 458 | (18) | 0 | (0) | 11 | 112 | 2,400,000 | 680,000 | 1,720,000 |
| TOTAL | KEH | 1745 | (8) | 352 | (25) | 8 | 133 | 35,000 | 13,551 | 21,445 |
| | | 9842 | (40) | 1443 | (17) | - | - | 17,317,000 | - | 10,775,056 |
| UTAH | KEH | 2713 | (46) | 398 | (17) | 25 | 285 | 3,000,000 | 1,810,000 | 1,200,000 |
| | | 2713 | (46) | 398 | (17) | - | - | 3,000,000 | - | 1,200,000 |
| WASHINGTON | KEH | 8694 | (3) | 0 | (0) | 2 | 75 | 2,875,000 | 9,075,000 | 0 |
| | KEH | 580 | (7) | 55 | (10) | 18 | 109 | 750,000 | 586,000 | 164,000 |
| | KEH | 649 | (36) | 0 | (0) | 11 | 135 | 1,525,000 | 2,017,967 | 0 |
| | KEH | 186 | (22) | 16 | (9) | 17 | 75 | 900,000 | 290,000 | 610,000 |
| | KEH | 355 | (17) | 9 | (3) | 2 | 74 | 500,000 | 293,133 | 206,867 |
| | KEH | 1515 | (13) | 690 | (84) | 0 | 23 | 500,000 | 1,457,000 | 0 |
| | KE | 424 | (18) | 79 | (23) | 15 | 257 | 200,000 | 1,300,000 | 0 |
| | KEH | 188 | (76) | 0 | (0) | 100 | 63 | 350,000 | 251,048 | 99,952 |
| | KEH | 5632 | (5) | 977 | (21) | 17 | 67 | 800,000 | 1,565,000 | 0 |
| | KEH | 453 | (14) | 210 | (86) | 11 | 54 | 1,450,000 | 1,114,000 | 336,000 |
| | KEH | 977 | (51) | 0 | (0) | 100 | 55 | 2,052,000 | 937,862 | 1,114,138 |
| | KE | 178 | (83) | 0 | (0) | 99 | 37 | 10,000 | 127,957 | 0 |
| | KEH | 720 | (12) | 11 | (2) | 9 | 357 | 240,000 | 5,322,000 | 0 |
| | KEH | 373 | (28) | 42 | (12) | 13 | 85 | 840,000 | 647,407 | 192,593 |
| | KEH | 4870 | (5) | 0 | (0) | 1 | 90 | 3,500,000 | 9,328,936 | 0 |
| | KEH | 1400 | (10) | 75 | (6) | 1 | 91 | 1,000,000 | 2,443,809 | 0 |

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| DISTRICT | GRADES | ENROLLMENT | | 5 yr. GROWTH | | DISTRICT L.A.M. % INDIAN | VALUATION PP % TO STATE AV. | ESTIMATED COST OF FACILITIES | LESS LOCAL RESOURCES | (COMPILED) NEED |
|---|--------|-----------------------|--|--------------|--|--------------------------------|-----------------------------------|---------------------------------|-------------------------|--------------------|
| | | CURRENT (% INDIAN) | | NUMBER (%) | | | | | | |
| AS-1-1-1-1-1-1 (Continued) Tabolah #77 Thurston Toppenish Quinalt Wellpinit #49 TOTAL | KE | 159 (96) | | 6 (4) | | 72 | 136 | \$ 860,000 | \$ 69,051 | \$ 750,949 |
| | KEH | 6874 (1) | | 774 (13) | | 6 | 60 | 150,000 | 6,300,000 | 0 |
| | KEH | 2891 (12) | | 56 (2) | | 80 | 44 | 1,175,000 | 1,841,044 | 0 |
| | KEH | 420 (7) | | 20 (5) | | 11 | 116 | 900,000 | 995,000 | 0 |
| | KEH | 195 (89) | | 10 (5) | | 90 | 24 | 250,000 | 61,148 | 188,852 |
| | | 37,734 (8) | | 2342 (6) | | - | - | 20,827,000 | - | 3,693,351 |
| TISCOSIN Bavfield JT. #1 Bowler Jt. #1 Lakeland Union H.S. Wisconsin Dells Jt. #1 TOTAL | KEH | 506 (18) | | 117 (30) | | 8 | 28 | 100,000 | 101,448 | 0 |
| | KEH | 598 (22) | | 0 (0) | | 13 | 44 | 700,000 | 837,910 | 0 |
| | H | 748 (10) | | 174 (23) | | 9 | 199 | 500,000 | 9,084,000 | 0 |
| | KEH | 1660 (4) | | 152 (10) | | 1 | 92 | 2,200,000 | 7,751,429 | 0 |
| | | 3512 (10) | | 436 (14) | | - | - | 3,500,000 | - | 0 |
| | | | | | | | | | | |
| YOUNG Arapaho #38 Ft. Washakie #21 Mill Creek Elem #14 Wind River #6 TOTAL | KEH | 240 (80) | | 2 (1) | | 100 | 20 | 100,000 | 20,000 | 80,000 |
| | KEH | 244 (91) | | 0 (0) | | 100 | 116 | 325,000 | 278,395 | 46,605 |
| | KE | 370 (80) | | 3 (1) | | 100 | 41 | 355,000 | 42,000 | 313,000 |
| | KEH | 430 (20) | | 30 (8) | | 50 | 188 | 500,000 | 583,393 | 0 |
| | | 1284 (61) | | 1 (0) | | - | - | 1,280,000 | - | 429,605 |
| | | 265,169 (22) | | 21,884 (9) | | - | - | 237,963,723 | - | 163,949,044 |
| GRAND TOTAL | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

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| DISTRICT | ESTIMATED COST OF FACILITIES | LESS 1/2 LOCAL RESOURCES | (COMPLETED) NEED |
|-------------------------|---------------------------------|-----------------------------|---------------------|
| ALASKA | | | |
| Craig City | \$ 2,000,000 | \$ 14,353 | \$ 1,985,647 |
| Haines Borough | 2,233,770 | 757,107 | 1,476,663 |
| Hoonah | 250,000 | 94,960 | 155,040 |
| Klawock City | 90,000 | 12,500 | 77,500 |
| Kodiack Is. Borough | 400,000 | | 400,000 |
| Nome City | 350,000 | 37,291 | 312,709 |
| Nome | 2,500,000 | 133,464 | 2,366,536 |
| **Nome-Beltz Regional | 3,500,000 | 0 | 3,500,000 |
| Pelican | 650,000 | 61,898 | 588,102 |
| St. Marys | 250,000 | 16,125 | 233,875 |
| Wrangell | 2,750,000 | 412,500 | 2,337,500 |
| TOTAL | 14,963,770 | | 13,433,572 |
| ARIZONA | | | |
| Archesay H.S.. #2 | 2,601,152 | 38,614 | 2,562,538 |
| Chino #24 | 12,000,000 | 397,253 | 11,602,747 |
| Garado #19 | 4,180,427 | 3,194 | 4,177,233 |
| Gila Bend | 1,000,000 | 370,542 | 629,458 |
| Indian Oasis #40 | 4,834,100 | 12,247 | 4,821,853 |
| Kayenta #27 | 1,750,000 | 17,500 | 1,732,500 |
| Moenab #10 | 120,000 | 9,618 | 110,382 |
| Monument Valley | 600,000 | 207,500 | 392,500 |
| Page #6 | 1,500,000 | 900,000 | 600,000 |
| Parker #27 | 1,302,646 | 73,105 | 1,229,541 |
| Puerco #18 | 850,000 | 110,000 | 740,000 |
| Sacaton #18 | 1,400,000 | 65,850 | 1,334,150 |
| Sunnyside #12 | 3,150,000 | 943,159 | 2,206,841 |
| Tuba City #15 | 13,678,170 | 36,311 | 13,641,859 |
| Whiteriver Elem #20 | 3,782,636 | 38,614 | 3,744,022 |
| Window Rock #8 | 750,000 | 0 | 750,000 |
| TOTAL | 53,499,131 | | 50,275,624 |
| CALIFORNIA | | | |
| Bishop Elementary | \$ 300,000 | 828,209 | 0 |
| Mountain Empire Unified | 1,600,000 | 1,000,000 | 600,000 |
| Princeton Junction Un. | 600,000 | 900,000 | 0 |
| Round Valley Unified | 409,073 | 439,676 | 0 |
| San Pasqual Valley | 200,000 | 246,206 | 0 |
| Valley Center Union | 1,250,000 | 554,377 | 695,623 |
| TOTAL | 4,359,073 | | 1,295,623 |
| IDAH0 | | | |
| Pocatello # 25 | 6,000,000 | 2,251,970 | 3,748,030 |
| TOTAL | 6,000,000 | | 3,748,030 |
| IOWA | | | |
| 3 Iowa | 300,000 | 745,584 | 0 |
| ERIC | 300,000 | | 0 |

| DISTRICT | ESTIMATED COST OF FACILITIES | LESS 1/2 LOCAL RESOURCES | (COMPUTED) NEED |
|-------------------|---------------------------------|-----------------------------|--------------------|
| <u>KANSAS</u> | | | |
| Layetta-Hoyt #337 | 860,000 | 0 | 860,000 |
| Powhattan #510 | -750,000 | 181,933 | 568,067 |
| TOTAL | 1,610,000 | | 1,428,067 |
| <u>MICHIGAN</u> | | | |
| Bark River-Harris | 265,000 | 0 | 265,000 |
| Baraga Township | 110,000 | 365,250 | 0 |
| Brimley #17-140 | 399,500 | 877,330 | 311,767 |
| L'Anse Township | 364,000 | 912,500 | 0 |
| TOTAL | 1,138,500 | | 576,767 |
| <u>MINNESOTA</u> | | | |
| Nett Lake #707 | \$ 150,000 | 1,470 | 148,530 |
| Park Rapids #309 | 425,000 | 212,500 | 212,500 |
| Red Lake #38 | 1,000,000 | 6,545 | 993,455 |
| TOTAL | 5,662,936 | | 1,354,485 |
| <u>MONTANA</u> | | | |
| Babb | 300,000 | 74,882 | 225,118 |
| Box Elder | 100,000 | 32,724 | 67,276 |
| Brockton | 1,297,000 | 17,706 | 1,279,294 |
| Browning | 14,687,681 | 0 | 14,687,681 |
| Charlo | 300,000 | 27,500 | 272,500 |
| Edgar | 1,000,000 | 85,839 | 914,161 |
| Elmo | 200,000 | 9,808 | 190,192 |
| Frazer | 1,120,000 | 59,896 | 1,060,104 |
| Hardin | 750,000 | 573,922 | 176,078 |
| Harlem | 1,000,000 | 209,223 | 790,777 |
| Hays & Lodge Pole | 2,788,825 | 8,048 | 2,780,777 |
| Heart Butte | 2,146,400 | 6,415 | 2,139,985 |
| Hot Springs | 262,000 | 0 | 262,000 |
| Lane Deer | 500,000 | 19,000 | 481,000 |
| Lodge Grass | 3,200,000 | 468,674 | 2,731,326 |
| Poplar | 800,000 | 250,000 | 550,000 |
| Pryor | 300,000 | 44,758 | 255,242 |
| Ronan | 1,000,000 | 291,489 | 708,511 |
| St. Ignacius | 592,240 | 77,018 | 515,222 |
| Wolf Point | 350,000 | 377,219 | 0 |
| TOTAL | 32,694,146 | | 30,087,244 |
| <u>NEBRASKA</u> | | | |
| Santee #c-5 | 900,000 | 11,375 | 888,625 |
| Walthill | 50,000 | 160,852 | 0 |
| Winnebago | 300,000 | 64,468 | 235,532 |
| TOTAL | 1,250,000 | | 1,124,157 |

| DISTRICT | ESTIMATED COST OF FACILITIES | LESS 1/2 LOCAL RESOURCES | (COMPUTED) NEED |
|--------------------------|---------------------------------|-----------------------------|--------------------|
| NEVADA | | | |
| Carson City | \$ 4,000,000 | 1,072,226 | 2,927,774 |
| Churchill County | 4,500,000 | 2,193,250 | 2,306,750 |
| Clark County | 110,000 | 50,743,020 | 0 |
| Elko County | 400,000 | 3,731,560 | 0 |
| Humboldt | 243,000 | 1,477,786 | 0 |
| Lyon County | 12,149,183 | 2,874,592 | 9,274,591 |
| Mineral County | 412,500 | 750,000 | 0 |
| Nye County | 225,000 | 1,438,650 | 0 |
| TOTAL | 22,039,683 | | 14,509,115 |
| NEW MEXICO | | | |
| Bernalillo #1 | 1,133,000 | 180,000 | 953,000 |
| Central Consolidated | 2,080,000 | 786,719 | 1,293,281 |
| Dulce Independent #1 | 800,000 | 300,000 | 500,000 |
| Gallup-McKinley #1 | 33,643,091 | 266,189 | 33,376,902 |
| Magdalena #12 | 501,600 | 15,000 | 486,600 |
| TOTAL | 38,157,691 | | 36,609,783 |
| NORTH DAKOTA | | | |
| Dunseith #1 | 875,000 | 14,500 | 860,500 |
| Eight Mile School #6 | 750,000 | 181,000 | 569,000 |
| New Town #1 | 114,532 | 25,500 | 89,032 |
| St. Johns #3 | 2,538,500 | 17,784 | 2,520,716 |
| TOTAL | 4,278,032 | | 4,039,248 |
| OKLAHOMA | | | |
| Anadarko I-13 | 130,000 | 3,853 | 126,147 |
| Bell #33 | 355,000 | 8,808 | 346,192 |
| Boone #d-56 | 40,000 | 19,980 | 20,020 |
| Canton | 750,000 | 229,597 | 520,403 |
| Carnegie ISD-33 | 800,000 | 204,241 | 595,759 |
| Castle #19 | 22,000 | 4,673 | 17,327 |
| Cottonwood D-4 | 10,000 | 24,669 | 0 |
| Dahlongegah #29 | 16,000 | 7,768 | 8,232 |
| Fillmore D-34 | 111,765 | 5,883 | 105,882 |
| Graham I-32 | 48,000 | 29,308 | 18,692 |
| Grand View #34 | 40,000 | 13,000 | 27,000 |
| Greasy #32 | 50,000 | 12,786 | 37,214 |
| Harrison Independent #66 | 125,000 | 158,475 | 0 |
| Hulbert #17 | 8,000 | 8,400 | 0 |
| Indianola #2 | 103,000 | 36,500 | 66,500 |
| Indian Camp D-23 | 40,000 | 99,953 | 0 |
| Justice D-54 | 25,000 | 17,632 | 7,368 |
| Kansas I-3 | 250,000 | 6,500 | 243,500 |
| Kenwood D-30 | 37,000 | 2,925 | 34,075 |
| Marble City D-35 | 80,000 | 22,500 | 57,500 |
| Maryetta #22 | 50,000 | 16,173 | 33,827 |
| Oaks Mission | 150,000 | 3,000 | 147,000 |
| Pleasant Grove I-5 | 98,000 | 31,500 | 66,500 |

| DISTRICT | ESTIMATED COST OF FACILITIES | LESS 1/2 LOCAL RESOURCES | (COMPUTED) NEED |
|----------------------------|---------------------------------|-----------------------------|--------------------|
| <u>OFLAHOA (Continued)</u> | | | |
| Ryal D-3 | 200,000 | 7,700 | 192,300 |
| Rocky Mountain D-24 | 23,800 | 5,527 | 18,273 |
| Salina I-16 | 258,796 | 1,500 | 257,296 |
| Shady Grove #26 | 30,000 | 8,900 | 21,100 |
| Smithville | 170,000 | 25,000 | 145,000 |
| Spavinaw D-21 | 18,000 | 27,498 | 0 |
| Stillwell I-25 | 655,000 | 101,500 | 553,500 |
| Stony Point | 42,000 | 14,256 | 27,744 |
| Tenkiller #66 | 250,000 | 54,500 | 195,500 |
| Watonga Independent | 144,000 | 9,708 | 134,292 |
| Wickliffe D-35 | 30,000 | 5,693 | 24,307 |
| Wolf Independent #13 | 93,000 | 27,288 | 65,712 |
| TOTAL | 5,255,361 | | 4,114,162 |
| <u>OREGON</u> | | | |
| Jefferson City #509-J | 231,400 | 0 | 231,400 |
| Umatilla County | 600,000 | 5,900,000 | 0 |
| TOTAL | 831,400 | | 231,400 |
| <u>SOUTH DAKOTA</u> | | | |
| Andes Central Ind. #103 | \$ 700,000 | 456,821 | 243,179 |
| Todd County Independent | 1,160,000 | 649,114 | 5,108,860 |
| Shannon City Indp. #1 | 725,000 | 309,850 | 415,150 |
| Sisseton Independent #1 | 4,500,000 | 584,140 | 3,915,860 |
| Smee Independent #5 | 347,000 | 39,584 | 307,416 |
| Summit Independent #19 | 75,000 | 6,843 | 68,157 |
| Waubay Independent #184 | 5,075,000 | 327,900 | 4,747,100 |
| West River #18 | 300,000 | 745,893 | 0 |
| White River Indp. #29 | 1,500,000 | 507,269 | 992,731 |
| Wilmot Independent #2 | 2,400,000 | 340,000 | 2,060,000 |
| Winner Independent #110 | 35,000 | 6,776 | 28,224 |
| TOTAL | 17,317,000 | | 17,886,677 |
| <u>UTAH</u> | | | |
| San Juan | 3,000,000 | 905,000 | 2,095,000 |
| TOTAL | 3,000,000 | | 2,095,000 |
| <u>WASHINGTON</u> | | | |
| Bellingham | 2,875,000 | 4,537,500 | 0 |
| Brewster | 750,000 | 293,000 | 457,000 |
| Cape Flattery #401 | 1,525,000 | 1,008,984 | 516,016 |
| Curlew | 900,000 | 145,000 | 755,000 |
| Cusick | 500,000 | 146,567 | 353,433 |
| Grand Coulee | 500,000 | 728,500 | 0 |
| Hood Canal | 200,000 | 650,000 | 0 |
| Inchelium #70 | 350,000 | 125,524 | 224,476 |

| DISTRICT | ESTIMATED COST OF FACILITIES | LESS 1/2 LOCAL RESOURCES | (COMPUTED) NEED |
|-------------------------------|---------------------------------|-----------------------------|--------------------|
| <u>WASHINGTON (Continued)</u> | | | |
| Marysville | 800,000 | 782,500 | 17,500 |
| Mary Walker | 1,450,000 | 557,000 | 893,000 |
| Mount Adams #209 | 2,052,000 | 468,931 | 1,581,069 |
| Nespelem #14 | 10,000 | 63,979 | 0 |
| North Beach | 240,000 | 2,661,000 | 0 |
| Oakville #400 | 840,000 | 323,704 | 516,296 |
| Port Angeles | 3,500,000 | 4,664,468 | 0 |
| Quillayute Valley | 1,000,000 | 1,221,905 | 0 |
| Taholah #77 | 860,000 | 34,526 | 825,474 |
| Thurston | 150,000 | 3,150,000 | 0 |
| Toppenish | 1,175,000 | 920,522 | 254,478 |
| Quinalt | 900,000 | 497,500 | 402,500 |
| Wellpinit #49 | 250,000 | 30,574 | 219,426 |
| TOTAL | 20,827,000 | | 7,015,668 |
| <u>WISCONSIN</u> | | | |
| Bavelfield Jt. #1 | 100,000 | 50,724 | 49,276 |
| Bowler Jt. # 1 | 700,000 | 418,955 | 281,045 |
| Lakeland Union H.S. | 500,000 | 4,542,000 | 0 |
| Wisconsin Dells Jt. #1 | 2,200,000 | 3,875,715 | 0 |
| TOTAL | 3,500,000 | | 330,321 |
| <u>WYOMING</u> | | | |
| Arapaho #38 | 100,000 | 10,000 | 90,000 |
| Ft. Washakie #21 | 325,000 | 139,198 | 185,802 |
| Mill Creek Elem # 14 | 355,000 | 21,000 | 334,000 |
| Ward River #6 | 500,000 | 583,393 | 0 |
| TOTAL | 1,280,000 | | 609,802 |
| GRAND TOTAL | 237,963,723 | | 190,764,745 |

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**COMPUTED NEEDS OF STATES
BY IMPACT**

| STATE | MAJOR | HEAVY | MINOR | UNUSUAL |
|--------------|--------------------|------------------|-------------------|-------------------|
| Alaska | \$ 8,848,820 | \$1,925,000 | \$1,109,557 | \$ 0 |
| Arizona | 44,693,085 | 0 | 2,679,034 | 0 |
| California | 0 | 0 | 141,247 | 0 |
| Idaho | 0 | 0 | 1,496,060 | 0 |
| Iowa | 0 | 0 | 0 | 0 |
| Kansas | 0 | 386,135 | 860,000 | 0 |
| Michigan | 0 | 0 | 489,034 | 0 |
| Minnesota | 5,221,906 | 0 | 0 | 0 |
| Montana | 26,047,642 | 828,322 | 1,362,227 | 0 |
| Nebraska | 1,048,316 | 0 | 0 | 0 |
| Nevada | 0 | 0 | 0 | 8,369,048 |
| New Mexico | 35,061,876 | 0 | 0 | 0 |
| North Dakota | 3,348,932 | 451,532 | 0 | 0 |
| Oklahoma | 934,337 | 1,010,636 | 1,296,886 | 0 |
| Oregon | 0 | 0 | 231,400 | 0 |
| South Dakota | 734,909 | 3,818,183 | 1,802,764 | 4,419,200 |
| Utah | 0 | 1,200,000 | 0 | 0 |
| Washington | 2,193,891 | 0 | 1,316,867 | 182,593 |
| Wisconsin | 0 | 0 | 0 | 0 |
| Wyoming | 439,605 | 0 | 0 | 0 |
| TOTAL | 128,573,319 | 9,619,808 | 12,785,076 | 12,970,841 |



Wyoming Indian High School

PHONE 307 — 332-2773 or 332-4248

P. O. BOX 145

ETHELE, WYOMING 82520



January 18, 1973

JAN 22 1973

National Indian Training and Research Center
Suite 107
2121 South Mill Avenue
Tempe, Arizona 85282

Attention: Francis McKinley
Executive Director

Enclosed are estimates for our building needs. We are not a public school yet, but we are involved in redistricting Fremont County, Wyoming, under the State Law.

The State committee have recommended that the Reservation have a district and we hope to start operating a Public High School within the next 4 - 5 years.

We are operating a high school funded by the Bureau of Indian Affairs on year to year basis, until a public high school can be created.

We have some buildings now, but are not adequate for us to gain accreditation and are still working for more facilities so we can offer our Indian Students Facilities needed to fulfill their educational needs to live in the modern society.

Sincerely,

Al Redman
Project Director

Enclosures

TABLE ON the WYOMING INDIAN HIGH SCHOOL (Ethete, Wy.)

Current enrollment data: 86 (100% Indian)

| | | PROJECTS | | | | |
|---|--|--|-----|-----|-----|-----|
| | | <div>VOCATIONAL TECHNICAL BUILDING</div> <div>LIBRARY BUILDING</div> <div>GYM-LUNCH ROOM, CAFETERIA</div> <div>BUS GARAGE</div> <div>SWIMMING POOL</div> | | | | |
| TYPE OF CON- STRUCTION: | New Facilities | yes | | yes | yes | yes |
| | Expansion | | yes | | | |
| JUSTIFICATION: | | | | | | |
| | Expansion to house unhoused children | | yes | yes | | yes |
| | To replace tempor- ary buildings | yes | yes | | | |
| | To meet health and safety standards | yes | yes | yes | | yes |
| | To develop housing for innovative programs | yes | | yes | | yes |
| | To enroll addition (250) children in Fed. schs. | yes | yes | yes | yes | yes |
| | When needed | now | now | now | now | now |
| ESTIMATED COST FOR PROJECT & COMPUTED NEEDS (no available resources) | | <div>\$ 225,000</div> <div>250,000</div> <div>280,000</div> <div>110,000</div> <div>210,000</div> | | | | |
| | | COST ESTIMATES | | | | |

TOTAL COST ESTIMATE \$ 1,075,000
 less AVAILABLE RESOURCES 0
 TOTAL COMPUTED NEED \$ 1,075,000

PERTINENT DATA CONCERNING LATE REPORTING DISTRICTS

| District | Enrollment Current (% Indian) | Estimated Costs | Available Resources | Computed Need | Priority Index |
|---|----------------------------------|--------------------|------------------------|------------------|-------------------|
| <u>MINNESOTA</u> | | | | | |
| Independence #115 | 935 (36) | \$1,272,000 | \$ 53,421 | \$1,218,579 | 70 |
| Independence #576 | 775 (5) | 2,300,000 | 1,220,000 | 1,080,000 | 10 |
| Red Lake (upgraded original need estimate by: | | | | 4,087,936 | |
| <u>NEW MEXICO</u> | | | | | |
| Espanola #45 | 5,927 (6) | 2,072,000 | 850,000 | 1,222,000 | 12 |
| Grants #3 | 4,929 (21) | 2,100,000 | 225,000 | 1,825,000 | 44 |
| Los Lunas #1 | 3,450 (9) | 1,750,000 | 280,000 | 1,500,000 | 20 |
| Ruidosa | 910 (7) | 2,500,000 | 500,000 | 3,000,000 | 28 |
| | | 11,994,000 | | 12,933,515 | |

The survey data of the six(6) late reporting districts and the one(1) district upgrading its original need estimate affect the total construction aid needs as shown in the following table:

| | 162 Districts | Plus total needs of seven (7) late reporting districts |
|---|----------------|---|
| COST --- ESTIMATE | \$ 237,963,723 | \$ 254,045,659 |
| COMPUTED NEED (less available resources) | 163,949,044 | 276,882,559 |
| COMPUTED NEED (less 1/2 available resources) | 190,764,745 | 296,401,892 |

**DISTRICTS IN STATES REPORTING NO CONSTRUCTION
AID NEEDED**

| STATE | NUMBER OF STATE DISTRICTS REPORTING | NEEDS MET BY LOCAL TAXPAYERS | NEEDS MET BY PRIOR PL. 815 GRANTS |
|--------------|--|---------------------------------|--------------------------------------|
| Alaska | 8 | 8 | 2 |
| Arizona | 12 | 12 | 5 |
| California | 6 | 6 | 2 |
| Colorado | 2 | 2 | 2 |
| Idaho | 1 | 1 | 1 |
| Michigan | 1 | 1 | 0 |
| Minnesota | 13 | 13 | 0 |
| Montana | 3 | 3 | 0 |
| Nebraska | 1 | 1 | 0 |
| Nevada | 1 | 1 | 1 |
| New Mexico | 3 | 3 | 2 |
| North Dakota | 1 | 1 | 1 |
| Oklahoma | 8 | 8 | 5 |
| South Dakota | 5 | 5 | 1 |
| Washington | 10 | 10 | 2 |
| Wisconsin | 9 | 9 | 1 |
| Wyoming | 2 | 2 | 1 |
| TOTAL | 86 | 86 | 26 |



NATIONAL INDIAN TRAINING AND RESEARCH CENTER

SUITE 107

2121 SOUTH MILL AVENUE

TEMPE, ARIZONA 85282

PHONE (602) 967-9484

February 28, 1973

Dear Superintendent of Schools:

The U.S. Congress, through the Bureau of Indian Affairs, has authorized a survey of the construction needs of public schools enrolling Indian children and which are eligible for certain Federal funding. We are pleased to advise you of our being chosen to make this survey.

Our survey design is developed primarily to present your needs and your recommendations in a comprehensive report along with other school superintendents in the 23-state area. If you have or expect to have (within 5 years), construction aid needs related to the education of Indian children, please complete the brief questionnaire schedules in the attached forms. If no construction aids are anticipated (within 5 years) in your district, we would appreciate very much your completing the last page of this questionnaire.

Please complete at your earliest convenience and return to your State Department of Education unless otherwise instructed by personnel from that office. Hopefully, we can receive your report of needs by April 1, 1973.

If the terminology used in these forms is different from that used in your state, please adapt our form to conform to your state terminology. We are thinking particularly of ADA vs. ADM or ANB, assessed valuation vs. taxable valuation in some states.

Please feel free to call us about any questions you may have concerning the survey. To better serve your interest, we solicit your timely assistance and cooperation.

Sincerely yours,

Francis M. McKinley
Francis McKinley, Jr.
Executive Director

FM/vew

Enclosures

CONSTRUCTION AID SURVEY OF PUBLIC SCHOOLS ENROLLING INDIAN CHILDRENBasic Data Schedule:

State: _____

School District: _____
(Give legal name & number: _____)

Mailing Address: _____

Telephone Number: _____

Grades taught: (circle) K 1 2 3 4 5 6 7 8 9 10 11 12

Enrollment, current year (1972-73):Total (all students) _____
Total (JOM Indians) _____
Percent Indian _____(Use total district enrollment.
If unusual Indian impacts exist
in certain attendance units of
district explain on back of page)Enrollment, projected for year 1977-78Total (all students) _____
Total (JOM Indians) _____
Percent Indian _____(Based on growth pattern or other
known factors. If other factors
explain on back of page)Ability to finance needed construction:Land area size of district _____ (acres or sq. miles)
Indian-owned non-taxable land in district _____ (acres or sq. miles)
Percent Indian land in district..... _____Total amount of assessed valuation in district _____
Assessed valuation per child in ADA or ADM _____
State average assessed valuation per child _____ (ADA or ADM)
Percent above or below State average _____(For valuation data use prior year published data for similar
type districts. If information not available, leave blank
for State personnel to complete)Bonding Capacity:Amount allowed by State law _____
Present bonded indebtedness _____ (actual & 1 yr. anticipated)
Unused bonding capacity _____Does the State have a construction aid program? ☐ Yes ☐ No

If yes, what is expected for your district? _____

Effort to finance education:Total district levy last year (1971-72) _____ (mills or amount
Total levy current year (1972-73) _____ per \$100 valuation)Name and Title of Person Completing Forms:

NAME: _____

DATE: _____

TITLE: _____

PROJECT: (Briefly describe each construction unit needed in Project)

Type of construction: (Check all that apply)

- ☐ New facility
- ☐ Expansion of existing facility
- ☐ Remodeling
- ☐ Other (Specify):

When needed:

Now Within 7 years

Funding Requirement:

Amounts available:

| | |
|--------------------------------|----------|
| --by cash on hand | \$ _____ |
| --bonds (authorized, not sold) | \$ _____ |
| --unused bonding capacity | \$ _____ |
| --other (list) | \$ _____ |

Total available

AMOUNT NEEDED

Justification of Construction Aid Needs

(See NOTE below)

5

- ☐ To house expanded enrollment
- ☐ To replace temporary buildings
- ☐ To meet health and safety standards
- ☐ To develop housing for new and innovative programs
- ☐ Will enable District to enroll _____ children now in Federal boarding schools.
- ☐ Other (specify): _____

NOTE: IF YOU ALREADY HAVE A BROCHURE OR A PLAN THAT PORTRAYS YOUR CONSTRUCTION NEEDS, WE WOULD GREATLY APPRECIATE A COPY.

Comments on Justification:

NOTE: To assist us in the development of priority tables, it is necessary to complete the following:

Total estimated membership of all children
(as of end of increase period - 1977-78)..... _____

(LESS) Total normal capacity
(of usable or available school facilities)..... _____

Total number of UNHOUSED CHILDREN..... _____

FUNDING POSSIBILITIES AND RECOMMENDATIONS

If PL.815, as presently operated, was adequately funded, do you believe your needed funds could be secured under this Federal Aid program? ☐ Yes ☐ No

Comment: _____

If PL.815 was amended or altered, do you believe your construction aid need could be then met under PL.815?

Yes -- How Amended: _____

No -- Why not: _____

In addition to PL.815, some school districts, on occasion, have had their critical needs met by special requests to the Congress for inclusion of construction funds in the regular BIA budget. In other instances impact needs have been met by transfer of surplus BIA facilities to the school district under JOM Act authorities. In your opinion, do these latter methods (or a combination with PL.815) provide a better means of meeting your requirements?

Comment: _____

Or is there some new approach through new Federal legislation that you would recommend to meet justifiable Indian impact requirements.

Comment: _____

(If more space is needed, use back of page)

TO BE COMPLETED ONLY BY THOSE SCHOOLS NOT NEEDING FEDERAL CONSTRUCTION
AID

The school construction needs in our district have been met by:
 (Check all that apply)

☐ Local taxpayers through bonding programs

☐ State construction aid

☐ Prior PL.815 grants

☐ The B.I.A. ☐ through transfer of surplus buildings
☐ through construction grants designated
 by the Congress

☐ OTHER (Specify):

CONSTRUCTION AID SURVEY OF PUBLIC SCHOOLS ENROLLING INDIAN CHILDREN

Supplemental Basic Data Schedule

(from State Education Records)

School District:
(name & number)Enrollment data (for past 5 years)

| <u>School Year</u> | <u>Total (all)</u> | <u>JOM Indians</u> | <u>Percent Indian</u> | <u>Growth Rate</u> |
|--------------------|--------------------|--------------------|-----------------------|--------------------|
| 67-68 | _____ | _____ | _____ % | |
| 68-69 | _____ | _____ | _____ % | _____ % |
| 69-70 | _____ | _____ | _____ % | _____ % |
| 70-71 | _____ | _____ | _____ % | _____ % |
| 71-72 | _____ | _____ | _____ % | _____ % |

Effort to finance education:
(use State average for similar type districts)

| | <u>Total Levy</u> | <u>State Average</u> | <u>Above or below State average</u> |
|--------------------|-------------------|----------------------|-------------------------------------|
| School year: 67-68 | _____ | _____ | _____ |
| 68-69 | _____ | _____ | _____ |
| 69-70 | _____ | _____ | _____ |
| 70-71 | _____ | _____ | _____ |
| 71-72 | _____ | _____ | _____ |

Comments by State Personnel: (especially comments that would assist us in assigning priorities)

Person completing questionnaire: (name) _____

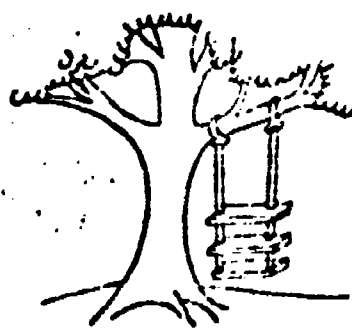
(title) _____

DEAR READER,

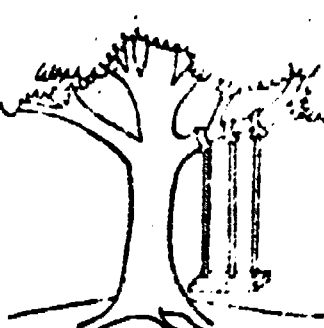
PLEASE ENDOW A BIT OF LEVITY AFTER READING THIS PROFOUND AND SERIOUS REPORT.
THERE MAY BE SOME HIDDEN RELATIONSHIPS BETWEEN THIS CARTOON AND PORTIONS OF THE
FINDINGS IN THE STUDY.

RESPECTFULLY,

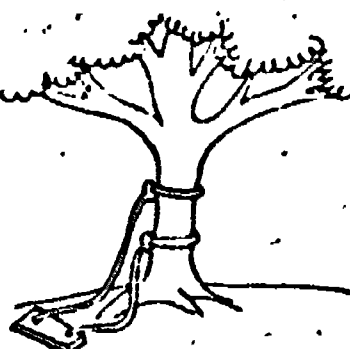
NITRC Survey Personnel



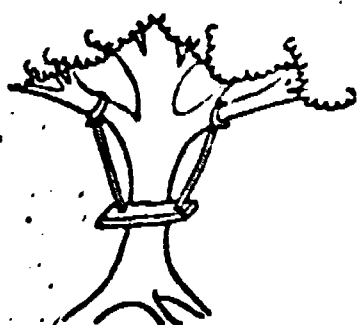
HOW THE SALESMAN
SOLD IT



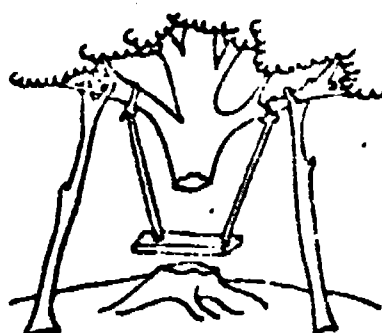
HOW THE DIVISION
OF SUPPLY ORDERED
IT



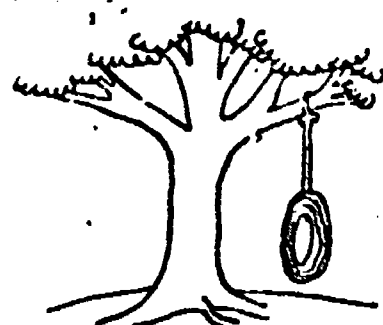
HOW THE ENGINEER
DESIGNED IT



HOW PUBLIC WORKS
INSTALLED IT



HOW MAINTENANCE
MADE IT WORK



WHAT THE INDIANS
REALLY WANTED